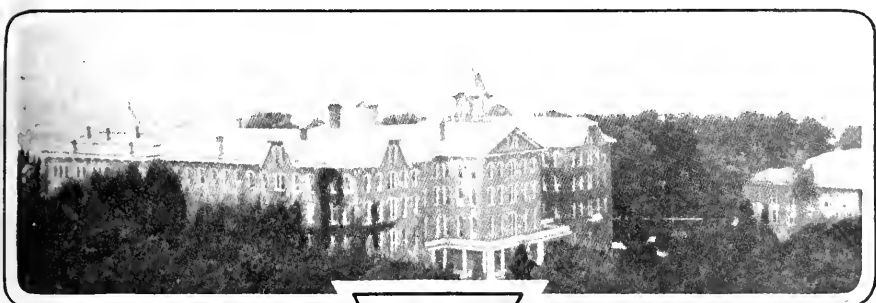


THE STATE TEACHERS COLLEGE OF INDIANA
BLOOMING TOWN, PENN.

The NORMAL ERA LD

Forty-fourth Annual Catalog



INDIANA
NORMAL
SCHOOL OF
PENNSYLVANIA

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The
NORMAL HERALD

VOL. XXV

AUGUST, 1919

No. 3

44th
Annual Catalog

OF THE

STATE NORMAL SCHOOL
INDIANA, PA.



(NINTH NORMAL SCHOOL DISTRICT)

ISSUED QUARTERLY IN NOVEMBER, FEBRUARY, MAY AND AUGUST,
BY THE TRUSTEES OF THE NINTH NORMAL SCHOOL DISTRICT OF PENN-
SYLVANIA. ENTERED AS SECOND-CLASS MATTER JUNE 30, 1913 AT THE
POST OFFICE AT INDIANA, PENNSYLVANIA, UNDER ACT OF CONGRESS
AUGUST 24, 1912. ❀ ❀ ❀ ❀

Foreword



In addition to this Catalog, the Indiana State Normal School publishes:

- I. THE INDIANA BOOK OF INFORMATION—an illustrated booklet designed to give a clear idea of the school by means of pictures and descriptions. This will be sent on request to any prospective student.
- II. AN ALUMNI DIRECTORY—to be issued every three years and devoted entirely to the alumni of the school. The first issue will be in 1920. This will be for alumni only.
- III. THE NORMAL HERALD—issued four times a year. One issue is the annual catalog. This year another issue was a Music Department Catalog. The other issues are devoted to interests of the alumni.

Students and prospective students are always interested to know what are the definite and specific things which a school offers. The Indiana State Normal School offers:

- I. THE REGULAR TEACHERS' COURSE—the object of which is the preparation of teachers for the usual teaching positions offered by the public schools. (See pp.45 to 64 for details.)
- II. THE MUSIC DEPARTMENT—offering regular four year courses in Piano, Organ, Voice, Violin and Orchestral Music, and a Public School Music Course. (See pp.65 to 69 for further particulars. Send for a Special Music Bulletin if interested.)
- III. THE COMMERCIAL DEPARTMENT—which offers a Commercial Teachers, Training Course, and also shorter courses in Bookkeeping and in Shorthand and Typewriting. (See pp. 70 to 72 for further details.)
- IV. THE DOMESTIC SCIENCE COURSE—the purpose of which is to prepare persons to teach the subject in public schools. (See pp. 73 to 76 for details.)
- V. THE NORMAL ART COURSE—to prepare teachers of drawing. (See pp. 77 and 78 for details.)
- VI. THE COLLEGE PREPARATORY COURSE—the purpose of which is to offer an opportunity for those deprived of available high school facilities to complete their preparation for College. (See pp. 79 and 80 for details.)
- VII. THE SUB-FRESHMAN COURSE—designed simply to permit students to bring subjects in which they are deficient up to the level demanded for entrance to the Regular Four-Year Course. (See pp. 80.)

Contents

The following analysis of the contents of this catalog may assist you in finding readily the thing in which you are interested. If it does not do so, try the index found on the last pages of the catalog

	Pages
Calendar.....	5
The Board of Trustees.....	8
The Faculty.....	10-18
Administrative Organization.....	20-22
History of the Indiana State Normal School.....	23-24
Material Equipment.....	25-29
Purpose and Function of the School.....	30-32
Student Organizations.....	33-36
Suggestions to Prospective Students.....	37-38
Statement of Expense.....	39-42
Text Books.....	43-44
Courses of Instruction:	
The Regular Teachers' Course.....	45-64
The Indiana Plan—An Analysis of the Regular Teachers' Course....	48-64
The Music Courses.....	65-69
The Commercial Courses.....	70-72
The Domestic Science Course.....	73-76
The Normal Art Course.....	77-78
The College Preparatory Course.....	79-80
The Sub-Freshman Course.....	80
The Training School.....	64
Roster of Students for 1918-1919.....	81-110
Alphabetical Index.....	111-112

Calendar—1919-1920

FALL TERM—FIFTEEN WEEKS

Opens.....Tuesday, September 9, 1919
Classification of New Students, 9 a.m. and 1.30 p.m., September 9th.
Thanksgiving Recess, November 26 to December 2nd.
Closes.....Friday, December 19, 1919
Vacation of Thirteen Days

WINTER TERM—THIRTEEN WEEKS

Opens.....Friday, January 2, 1920
Classification of New Students, 9 a.m. and 1.30 p.m., January 2nd.
Closes.....Friday, March 31, 1920
Vacation of Nine Days

SPRING TERM—TWELVE WEEKS

Opens.....Thursday, April 8, 1920
Classification of New Students, 9 a.m. and 1.30 p.m., April 8th.
Annual Sermon before Christian Association....Sunday evening, June 13, 1920
Baccalaureate Address.....Sunday morning, June 20, 1920
Commencement Concert.....Monday evening June 21, 1920
Business Meeting of Alumni Association.....Tuesday, June 22, 1920
Class-Day Exercises.....Tuesday, June 22, 1920
Alumni Banquet.....Tuesday evening, June 22, 1920
Commencement.....Wednesday, June 23, 1920

Summer Term of Six Weeks begins June 29 and closes August 6, 1920

1919

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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Board of Trustees

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MR. GEO. J. FEIT.....	Term expires, 1920
MR. A. RALPH MOORHEAD.....	Term expires, 1920
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SENATOR JOHN S. FISHER, Pd.B.....	Term expires, 1921
MR. TOM E. HILDEBRAND.....	Term expires, 1921

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MR. EDWARD ROWE.....	Term expires, 1919
MR. GRIFFITH ELLIS.....	Term expires, 1919
HON. J. WOOD CLARK, A.B., A.M.....	Term expires, 1920
MR. HARRY W. WILSON, A.B.....	Term expires, 1920
MR. J. BLAIR SUTTON.....	Term expires, 1920
GEN. HARRY WHITE, A.B.....	Term expires, 1921
MR. JOHN W. SUTTON.....	Term expires, 1921
MR. WILLIAM S. DAUGHERTY.....	Term expires, 1921

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GEO. J. FEIT

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T. E. HILDEBRAND
GEO. J. FEIT

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W. S. DAUGHERTY

Faculty

JOHN A. H. KEITH, A.B., A.M., Pd.D., Principal.

Education: Graduate Illinois State Normal University 1894; Harvard University, A.B. 1899, and A.M. 1900; Pd.D. Miami University, 1919.

Experience: Rural School 1888-1890; Principal of Schools, Camargo, Ill., 1891-1892; Assistant in Training School, Normal, Ill., 1894-1896; Assistant in Psychology and Pedagogy, State Normal School, DeKalb, Ill., 1899-1906; Principal of Training School, Normal, Ill., 1906-1907; President of State Normal School, Oshkosh, Wis., 1907-1917. In present position since 1917.

JANE E. LEONARD, M.S., A.M. Professor of English, Preceptress

Education: Graduate Clearfield Academy; Student, four years, State Normal School, Millersville, Pa.; Graduate Chautauqua Course; Graduate Scientific Course, State Normal School, Indiana, Pa.; Master of Arts, University of Pittsburgh.

Experience: Taught in Public Schools of Clearfield County, Pa.; Public Schools of Lancaster County, Pa.; Teacher of Mathematics, History, and English for twelve years in State Normal School, Millersville, Pa. In present position since 1875.

EDNA B. SMITH, A.B. Associate Professor of English

Education: Hazelton, Kansas, High School 1893-1895; State Normal School, Alva, Okla., 1899-1902; University of Michigan, 1904-1907; Columbia University Summer Sessions 1916, 1918, 1919.

Experience: Rural Schools, Oklahoma, 1896-1899; grade teacher, Kiowa, Kansas, 1902-1903; Assistant Principal of High School, Kiowa, Kansas, 1903-1904; Teacher of English and Pedagogy, State Normal School, Indiana, Pa., 1907-1911. In present position since 1911. At Indiana since 1907.

ORPHA WOLLANGK Assistant in English

Education: Oshkosh, Wis., High School 1915; three-year course Oshkosh, Wis., State Normal School, 1918.

Experience: High School, Niagara, Wis., 1918-1919. At Indiana since 1919.

ALMA G. NOBLE Assistant in English

Education: Damascus, Pa., High School, 1903-1904; State Normal School, Bloomsburg, Pa., 1904-1907; Cornell Summer School, 1911.

Experience: Teacher in Grammar Schools, Damascus, Pa., 1907-1909; Teacher of English, Damascus High School, 1909-1912; Teacher of English in Grammar Schools, Rahway, N. J., 1912-1914. In present position since 1914.

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

EDNA LEE SPROWLS.....Instructor in Public Speaking

Education: Graduate, California, Pa., State Normal School, 1898; Private Instruction and Courses in Washington and Jefferson Summer School, 1898-1900; Emerson College of Oratory, Boston, 1900-1903; Post Graduate Course, Emerson College, 1914-1915.

Experience: Teacher of Elocution, Washington, Pa., 1904-1908; Special Lessons in Aesthetic Dancing and Elocution in Pittsburgh-Carnegie Gymnasium, 1908-1910; Womans' Educational Club, Buffalo, N. Y., and Buffalo State Normal School, 1910-1912. In present position since 1915.

W. M. WHITMYRE, A.B., A.M.....Professor of History and Preceptor

Education: Jeannette High School, 1901-1905; Syracuse University, Syracuse, N. Y., 1905-1909; A.B. 1909; Harvard Graduate School, 1909-1910; Summer Session, Harvard Graduate School, A. M. 1917.

Experience: Head of Department of History, Jeannette High School, 1910-1911; Head of Department of History, Shattuck School, Faribault, Minn., 1911-1913; Head of Department of History and Civics, Dubuque High School, Dubuque, Ia., 1913-1917. In present position since 1917.

EDITH KATHARINE GREENLEE, A.M.....Assistant in History

Education: Greensboro High School, 1904-1907; A.B. Western Maryland College, 1907-1910; A.M. Columbia University, 1913-1914; Professional Diploma, Teachers' College, Summer Sessions, 1913-1914.

Experience: Department of English and History, Abseron City High School, New Jersey, 1910-1913. In present position since 1914.

CLARISSA B. ROBINSON.....Head of Department of Education

Education: Witherspoon Institute, Butler, Pa., 1876-1879; Pennsylvania State Normal School, Indiana, Pa., 1879-1880; Cornell University, Summer of 1902; Columbia University, Summer of 1916.

Experience: Teacher, Uniontown, Pa., 1890-1893; Teacher, Pennsylvania State Normal School, Slippery Rock, Pa., 1893-1898; Teacher and Preceptress, Slippery Rock, 1898-1915; Assistant Teacher of Pedagogy, Normal School, Indiana, Pa., 1915-1916. In present position since 1916. At Indiana, Pa., since 1915.

HARRIET B. STILES.....Assistant in Education

Education: Graduate Katherine Beecher Training School, 1881; Studied under tutors (Columbia graduates) Advanced Mathematics, Science, and Drawing, 1883-1890; Studied Psychology under graduate of Yale and student of Clarke University, 1892-1902; attended lectures at Yale winter of 1901; course in advanced United States History, Chicago University, (correspondence) 1909-1910.

Experience: Public Schools, Norwalk, Conn., 1881-1883; New Rochelle, N. Y., 1883-1890; Preceptress Collegiate Institute, Towanda, Pa., 1902-1905; Preceptress High School, Towanda, Pa., 1905-1912; teacher in Normal School, Mansfield, Pa., 1912-1915; Assistant in English in Indiana Normal School, 1916-1917. In present position since 1917. At Indiana, Pa., since 1916.

MARION SPENCER, A.B. Assistant in Pedagogy

Education: Stevens High School, Lancaster, Pa., 1907-1911; Elmira College, Elmira, N. Y., 1911-1915, A.B.; Art Supervisors' Course in Gettysburg, Pa., summer of 1915.

Experience: Department of Latin, 1914, of Algebra, 1915, Helen Bullocks Training School for Girls, Elmira, N. Y.; Supervisor of Art, Head of English Department, Hershey Consolidated Schools, Hershey, Pa., 1915; substitute in Stevens High School, Lancaster, Pa., spring of 1916. In present position since 1916.

JAMES C. SMITH, A.B., PH.B. Professor of Mathematics

Education: Chalkville High School, Alabama, 1889-1891; Howard College, Alabama, 1893-1896; A.B.; University of Chicago, summers of 1900, 1901, 1902, 1903; Ph.B., 1903; summers of 1904, 1905.

Experience: Rural Schools, 1891-1893; Principal of Public Schools, Somerville, Ala., 1896-1897; Superintendent of Public Schools, New Decatur, Ala., 1897-1898; Principal of School, Springville, Ala., 1898-1900; Principal of School, Gainesville, Ala., 1900-1902; Head of Department of Mathematics, Evansville High School, Evansville, Ind., 1903-1907. In present position since 1907.

M. C. GORDON, M.S. Associate Professor of Mathematics

Education: Graduate, Pennsylvania State Normal School, Indiana, 1885; M.S., 1888; Special Student, University of Pennsylvania, 1894.

Experience: Principal of Public Schools, West Newton, Pa., 1885-1886; Principal of Public Schools, Irwin, Pa., 1888-1892. In present position since 1892.

HELEN A. STEPHENS, A.B. Assistant in Mathematics

Education: Graduate Girls' High School, Philadelphia, Pa., 1911; graduate, Mt. Holyoke College, 1915.

Experience: Teacher of Mathematics and Science in Wisconsin High School, 1915-1916. In present position since 1916.

J. P. WILEY Assistant in Mathematics

Education: Graduate, Pennsylvania State Normal School, Indiana, 1888.

Experience: Principal, Delmont Public Schools, 1888-1891; Principal, Connellsville High School, 1891-1892; Principal, Irwin Public Schools, 1892-1897; Principal and Superintendent, Connellsville Public Schools, 1897-1907; Principal, Irwin Public Schools, 1907-1911. In present position since 1911.

JANE BEARDWOOD, A.B. Professor of French and German

Education: Philadelphia High School for Girls, 1904-1908; Bryn Mawr College, Pennsylvania, 1908-1912; A.B., 1912. Attended University of Poitiers, Cours de l'Institut de Touraine, Tours, France, 1913; University of Pennsylvania Summer School, 1914, 1916, 1917.

Experience: Teacher of German and English, Milford High School, Delaware, 1913; Teacher of German and History, Upper Darby High School, Pennsylvania, 1913-1915; Teacher of French, Dilworth Hall; Instructor in German, Pennsylvania College for Women, Pittsburgh, 1915-1916. In present position since 1916.

MARIE LOUISE CHAFFEE, A.M. Professor of Latin

Education: New Haven High School, 1900-1904; Middlebury College, Vermont, 1904-1908; Phi Beta Kappa; A.B., 1908; Summer School of Middlebury College, 1909; A.M. 1914.

Experience: Head of Latin Department, South Glen Falls, N. Y., 1908-1910; Head of Latin Department, Jamesburg, N. J., 1910-1914; Secretary American Institute of Child Life and Tutor, 1914-1916. In present position since 1916.

J. THEODORE ARNTZ, JR., A.B. Professor of Spanish and Assistant in Latin

Education: Aarschot Preparatory School, 1896-1898; St. Joseph's College, Aarschot, Belgium, 1898-1902; University of Louvain, 1902-1904; Temple University, 1915-1916, A.B.; Ohio State University, Columbus, O., 1917; Research in Linguistics, Sociology, and Pedagogy in France, Belgium, Netherlands, Germany, England, North and South America, 1906-1912.

Experience: Professor of French, Instituto Moderno, Concepcion, Chile, 1911-1912; Department of Latin and German, High School, Kingston, Pa., 1912-1913; Professor of Spanish, French, and German, Foster School of Languages, Philadelphia, Pa., 1913-1915; Substitute Ancient and Modern Languages, High Schools, Philadelphia, 1916. In present position since 1916.

L. ALDEN MARSH, A.B., A.M. Professor of Physics

Education: Graduate of Union City High School, 1890; Graduate of Northwestern State Normal School, Edinboro, Pa., 1898; A.B. Allegheny College, 1903; Phi Beta Kappa, 1903; Chautauqua Summer School, 1907; Graduate Student University of Pittsburgh, 1912-1915, Summer Sessions, 1913, 1918; A.M.; A.M. Teachers' College, Columbia University, 1916; Professional Diploma, Teachers' College, 1916.

Experience: Rural Schools; Principal of Schools, Conneautville, Pa., 1903-1905; Hollidaysburg, Pa., 1905-1909; Edgewood Park, Pa., 1909-1915; Scottdale, Pa., 1916-1918. In present position since 1918.

HARRIET R. BLUE Professor of Chemistry

Education: Graduate Hazelton High School, 1914; Graduate Pennsylvania State College, 1918; Analytical Chemist for Atlas Powder Co., Tamaqua, Pa., summer of 1918. In present position since 1918.

HAZEL KEITH FORBES, B.A. Professor of Natural Science

Education: Duluth Central High School, Duluth, Minn., 1909-1913; Wellesley College, Wellesley, Mass., 1913-1917; B.A. 1917.

Experience: Laboratory teacher, Department of Geology and Geography, Wellesley College, 1917-1918. In present position since 1918.

ELIZABETH R. SYKES, A.B. Assistant Natural Science

Education: Franklin High School, 1909-1913; Allegheny College, Meadville, Pa., 1913-1917; A.B. 1917.

Experience: In present position since 1917.

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

ELIZABETH KNIGHT EYRE.....Director of Physical Training for Women

Education: George School, Pa., 1901-1905; New Haven Normal School of Gymnastics, 1905-1907.

Experience: Athletic Coach and Instructor in Gymnastics in New Haven Normal School of Gymnastics, 1907-1909. In present position since 1909.

ADELAIDE B. ROSE.....Assistant in Physical Training for Women

Education: West Philadelphia High School, Philadelphia, Pa., 1912-1916; New Haven Normal School of Gymnastics, 1916-1918.

Experience: Private classes in gymnastics in New Haven Public Schools, 1918; Recreation work summers of 1916-1918 in Philadelphia. In present position since 1918.

JEAN R. McELHANEY, Pd.B.....Instructor in Drawing

Education: Graduate of High School, Indiana, Pa., 1883; graduate of Pennsylvania State Normal School, Indiana, 1885; Student Prang Normal Art Classes, Boston, 1900-1901; graduate student, Pratt Institute, Brooklyn, 1903-1904.

Experience: Primary Teacher, Uniontown, Pa., 1885-1890; teacher in Public Schools, Indiana, Pa., 1890-1896; teacher in Public Schools, Johnstown, Pa., 1896-1903; teacher of Art, Johnstown High School, 1904-1906. In present position since 1906.

MARY L. ALDRICH.....Assistant in Drawing

Education: High School, Rutland, Vt., 1910; Pratt Institute, General Art 1910-1911; Normal Art and Manual Training graduate 1913.

Experience: Shelton, Conn., Supervisor Manual Arts in grades and high school, 1913-1917; Indianapolis, Indiana, Assistant Supervisor of Art, 1917-1918. In present position since 1918.

ELBERT M. JACKSON.....Instructor in Agriculture and Manual Training

Education: Graduate of High School, Pulaski, N. Y., 1896; graduate of State Normal and Training School, Oswego, N. Y., 1902; attended Cornell University, summers of 1911 and 1912; attended Columbia University, summer of 1914.

Experience: Teacher in public schools of Oswego County, N. Y., 1893-1894, 1896-1899; teacher of Manual Training, Orange Park Normal School, Florida, 1902-1904; teacher of Manual Training, Utica, N. Y., 1905-1908; teacher of Manual Training, Conerod, N. H., 1908-1909. In present position since 1909.

BELLE N. ROGERS.....Instructor in Domestic Science

Education: Domestic Science Course, Oshkosh High School, 1905-1909; State Normal School, Oshkosh, Wis., 1909-1911; post graduate work in Domestic Science, Oshkosh State Normal School, summer of 1912.

Experience: Cadet in Oshkosh Public Schools 1904-1905; Domestic Science Weyauwega High School, 1911-1912; Waupaca High School, 1912-1917; Oshkosh State Normal Summer Schools, 1912-1917. In present position since 1917.

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

HAZEL F. BAUTER.....Assistant in Domestic Science

Education: Oshkosh High School, 1908-1912; State Normal School, Oshkosh, Wis., 1912-1914; Stout Institute, Menomonie, Wis., Jan. 1916-June 1917.

Experience: Public Schools, Rhineland, Wis., January 1914—January 1916. In present position since 1917.

JOHN E. SMITH.....Head of Commercial Department

Education: Wellsboro High School, 1896-1897; School of Commerce, Elmira, N. Y., 1897-1898; Westfield High School, 1898-1899; Mansfield Normal School, 1900-1902.

Experience: Principal of School, Shawmut, 1902-1903; Principal, Gaines, 1903-1904; Accountant, 1904-1910; Principal Tyler's Business College, Worcester, Mass., 1910-1911; Assistant in Mathematics, Indiana Normal School, 1911-1915. In present position since 1915. At Indiana, Pa., since 1911. Resigned to enter service.

CURTIS E. ELKIN.....Acting Head of Commercial Department

Education: Graduate, Pennsylvania State Normal School, Indiana, Pa., 1911.

Experience: Private Secretary to Congressman J. N. Langham, 27th Congressional District, Pennsylvania, 1911-1912. Teller, First National Bank of Glen Campbell, Pa., 1915-1918. In present position since 1918.

MRS. FLORENCE C. ARNTZ, A.B.....Teacher of Stenography

Education: Wyoming Seminary, Kingston, Pa., 1893-1897; A.B. 1901 Goucher College, Baltimore; graduate Strayer's Business College, Baltimore, 1903.

Experience: Secretary to Professor of Economics, John Hopkins University, 1903-1904; Assistant Secretary Maryland State Bureau of Immigration, 1904-1908; Teacher of English and Geography, Colejio Aleman, Concepcion, Chile, 1909-1910; Teacher of German, Stenography, and Piano, Colejio Americano, Concepcion, 1910-1912; Teacher of Stenography, Strayer's Business College, Philadelphia, summer of 1914; Head of Commercial Department, Gloucester, N. J., 1914-1915; Teacher of Stenography, Strayer's Business College, Philadelphia, 1915-1916. In present position since 1916.

ELLEN S. PETERSON.....Teacher of Typewriting

Education: Graduate of Indiana State Normal School, 1918.

Experience: Student Assistant in Commercial Department, 1917-1818. In present position since 1918.

REXFORD D. COLBURN, MUS. B.....Director Music Conservatory

Education: Graduate, College of Fine Arts, Syracuse University, 1913; post graduate work, 1913-1914.

Experience: Head Music Department, Jamestown College, Jamestown, N. D., 1914-1915. In present position since 1915.

LEILA FARLIN.....Voice and Repertoire

Education: Graduate in Voice in the University School of Music, Ann Arbor, Mich.; post graduate vocal work under Wm. A. Howland, Detroit Institute of Musical Art, Detroit, Mich.; Fredric Bristol, New York; Ellison Van Hoose, New York; in the Witherspoon Studios, New York; Frederic Pease, Michigan State Normal; Theory and Ear Training under Prof. Heacot, Oberlin Conservatory, Oberlin, Ohio; post graduate work in Harmony and Musical History under Dr. Albert A. Stanly, University of Michigan; piano under Henry C. Post, Grand Rapids, Mich.; Chas. Morrison, Director Oberlin Conservatory; Alberto Jonas, formerly of University School of Music, Ann Arbor, Mich.

Experience: For seven years Assistant Teacher in Vocal Department, University School of Music, Ann Arbor, Mich. In present position since 1909.

JOHN ORR STEWART, JR., A.B.....Teacher of Voice

Education: Cedarville, Ohio, High School, 1904-1905; Cedarville College Preparatory Department, 1905-1907; Cedarville College, 1907-1911; A.B. 1911; Cedarville College Music Department, 1907-1911; Valparaiso University School of Music, Summer of 1910; Scholarship Voice, Cincinnati College of Music, 1911-1912; Evening Classes, Cincinnati School of Expression, 1912-1914; Cincinnati Conservatory of Music, 1912-1915; Diploma in Voice from the Artist Department, 1915. Post graduate Cincinnati Conservatory of Music, Summer of 1916.

Experience: Private Teacher, Cincinnati, 1911-1915; Musical Director and Professional Soloist, Cincinnati, 1911-1915; Voice and Harmony, Mt. Union College, Conservatory of Music, New Philadelphia, Ohio, 1915; Director and Owner, Eastern Ohio Conservatory of Music, New Philadelphia, Ohio, 1916. In present position since 1916. Resigned January 1919.

CHARLES W. LAWRENCE.....Teacher of Voice

Education: Graduate Oberlin Conservatory of Music, 1918. Enlisted in U.S.N.A.R. At Indiana since Feb. 11, 1919.

EARL D. STOUT, MUS. B.....Teacher of Piano, Organ, Theory
and History of Music

Education: Deering High School, Portland, Me., 1906-1910; three years under instruction of Latham True, Musical Doctor in piano, organ, theory, 1908-1911; Syracuse University, 1911-1916; Degree Mus. B., Summer School, Syracuse University, 1917.

Experience: Private Studio, Portland, Maine, 1905-1911; Organist and Choir Director, Portland, Me., 1905-1911; Private Teaching, Syracuse, N. Y., 1911-1916; Official Organist, Syracuse University Chorus, 1913-1916. In present position since 1916.

MARY ST. CLAIR KING.....Piano and Organ

Education: Graduate Piano Course, Indiana State Normal, Indiana, Pa., 1910, Graduate Organ Course, 1911; student University School of Music, Ann Arbor, Mich., summer of 1916.

Experience: Accompanist, Indiana State Normal School, 1911-1914. In present position since 1914.

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

MIRIAM SPEED STEVENSON.....Instructor in Violin

Education: Graduate Ohio Wesleyan University, School of Music, 1915; post graduate work, 1916; student with Theodore Spiering in Berlin, 1908; in New York summer of 1915.

Experience: Teacher in Delaware, Ohio, 1915-1917. In present position since 1917.

ORCA ALMA REINECKE.....Piano

Education: Pittsburgh High School, 1903-1905; Indiana State Normal School of Pennsylvania, 1907-1911; graduate Regular Course 1909; Supervisors' Music Course, 1910; Piano, 1911; student at University School of Music, Ann Arbor, Mich., summer of 1910; Summer School of Methods, Chicago, 1912; six weeks course at Chautauqua School of Music, New York, under direction of Ernest Hutcheson, 1916; student in voice culture, Indiana, Pa., 1910-1913; Organ, 1912; special work in Art at Indiana, 1909-1910; summer work in theory, ear training under F. Noods, Chicago, 1916, and folk dancing under Miss I. Bach, Chicago; post graduate I.S.N.S. 1911-1912.

Experience: Assistant Supervisor under Prof. Cogswell, Indiana, Pa., 1912-1913. In present position since 1913. At Indiana, Pa., since 1912.

ANNA P. LUMLEY.....Instructor Public School Music

Education: Williamsport, Pa., High School; Dickinson Seminary; Graduate in Public School Music Thomas Normal Training School, Detroit, Mich., 1907; Chautauqua; studied Voice under Roscoe Huff, Williamsport; Frank Daniel, Scranton; Ida Stone, Newman, Detroit; Frank Croxton, New York.

Experience: Concert soloist, 1905-1918; Supervisor of Music, Waynesboro, Pa., 1907-1917; Voice Teacher, 1907-1918. In present position since 1918.

CHARLOTTE NEFF.....Teacher of Sight Singing and Dictation

Education: Osceola Mills High School, 1912-1913; Hastings High School, 1913-1914; Conservatory of Music, Indiana State Normal School, Indiana, Pa., 1914-1916.

Experience: Supervisor of Music at Osceola Mills, Pa., 1916-1917. In present position since 1917.

EVELYN L. MATTHEWS.....Librarian

Education: Graduate The Fucl School, New York City and Pratt Institute School of Library Science, Brooklyn, N. Y.

Experience: Osterhout Free Library, 1917-1918. In present position since 1918.

EMMELINE C. PATTERSON.....Assistant Librarian

Education: Graduate High School at Williamsburg, Pa., 1916; Graduate I.S.N.S. 1918.

Experience: Student assistant to librarian I.S.N.S. 1917-1918. In present position since 1918.

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

JENNIE M. ACKERMAN.....Head of the Training Department

Education: De Garmo Institute, New York, 1890-1892; State Normal School, New Paltz, N. Y., 1892-1894; Columbia University, summer of 1892.

Experience: Teacher in grades and in High School, Red Bank, N. J., 1894-1897; Head of Training School, East Stroudsburg, Pa., 1897-1902; Critic Teacher, State Normal School, Indiana, Pa., 1902-1903; Teacher of History and Geography, I.S.N.S., 1903-1904. In present position since 1904. At Indiana, Pa., since 1902.

HOPE STEWART.....Critic Teacher

Education: Graduate I.S.N.S. 1889-1893; Clark University, summer of 1899; School of Pedagogy, Chautauqua, N. Y., summer of 1903; Teachers, College, 1914.

Experience: Teacher of Primary School, Cherrytree, Pa., 1893-1894; teacher in Public Schools, Indiana, Pa., 1894-1899. In present position since 1899.

MALVINA GARMAN RIDDLE, Pd.B.....Critic Teacher

Education: Graduate, State Normal School, Indiana, Pa., 1882; student Chautauqua Summer Schools, 1894 and 1898.

Experience: Teacher in Public Schools, Greensburg, Pa., 1883-1885; Teacher in Public Schools, Indiana, Pa., 1893-1896. In present position since 1896.

AMY GRAY.....Critic Teacher

Education: State Normal School, Jamaica, N. Y., 1898-1902; New York University Summer School, 1909; New York University, School of Pedagogy, 1909-1910.

Experience: Grade Work in Public Schools, Babylon and Hicksville, N. Y., 1902-1906; Assistant Principal, with departmental work in High School and Grammar Grades, Hicksville, N. Y., 1906-1911; Principal of Public Schools, Hicksville, N. Y., 1911-1912. In present position since 1912.

AGGIE L. SULIS.....Critic Teacher

Education: Milton High School, Milton, Mass., 1899-1903; Digby Academy, Digby, Nova Scotia, 1903-1905; Prov. Normal School, Truro, N. S., 1905-1906; Prov. Normal School, Winnipeg, Manitoba, summer of 1908; Cornell University, summer of 1915.

Experience: Public Schools, Mill Cove, N. S., 1906-1907; Public Schools, Reston, Manitoba, 1907-1908; Public Schools, Fairhaven, Mass., 1908-1909; Public Schools, Springfield, Mass., 1909-1913. In present position since 1913. Leave of absence since February 1, 1919.

MARY BERKEY.....Critic Teacher

Education: Graduate I.S.N.S., 1917.

Experience: In public schools of Ligonier, Pa., 1918. In present position February, to June, 1919.

CHARLOTTE STUCHUL MOODEY, A.B.....Critic Teacher

Education: Graduate Indiana, Pa., High School, 1905; Indiana State Normal School, 1905-1909; Wilson College, 1909-1913; Cornell University, Summer of 1912.

Experience: In present position since 1914.

Administrative Employees

C. N. BUTLER.....	Steward
MARY E. KELSO.....	School Nurse
MARY T. HUNTER AND MARIA A. DAVIS.....	Housekeepers
G. W. BRIDGEWATER.....	Chef
BRUTUS CLAY.....	Baker
JOSEPH HEAVY.....	Head Waiter
MAURICE HILE.....	Head of Laundry
DAVID FLEMING.....	Engineer
DAVID KELLER.....	Carpenter
W. H. DAVIS.....	Night Watchman
CRAWFORD FISCUS.....	Janitor Clark Hall
G. G. COMPTON.....	Janitor Leonard Hall
LUTHER ROOF.....	Janitor Wilson Hall
GEORGE McCLAREN.....	Janitor John Sutton Hall
MILTON LANEY.....	Porter



AMONG CAMPUS' FLOWERS

Administrative Organization of the Faculty

OFFICERS OF THE FACULTY

Principal.....	JOHN A. H. KEITH
Preceptress.....	JANE E. LEONARD
Preceptor.....	W. M. WHITMYRE
Director of Musical Conservatory.....	R. DEANE SHURE
Director of Art Instruction.....	JEAN R. MCELHANEY
Principal of the Business School.....	G. G. HILL
Supervisor of the Training School.....	JENNIE M. ACKERMAN
Librarian.....	EVELYN L. MATTHEWS
Secretary to the Principal.....	FRANCES M. BURKE
Registrar.....	MARY L. ESCH
Manager of the Book Department.....	FRANCES M. BURKE

STANDING COMMITTEES OF THE FACULTY AND THEIR DUTIES

(The first person named is chairman of that committee.)

(All acts of the faculty committees are subject to the approval of the Principal.)

Advanced Standing: MISS ACKERMAN, MR. JACKSON, MR. WILEY.

This Committee determines the value of all work done in other schools which is offered by entering or prospective students for advanced standing here, and reports its findings to the Principal.

Athletics: MR. WHITMYRE, MISS EYRE, MISS ROSE.

This Committee has general supervision over all public athletic games, exhibitions and contests, and has control over the arrangements for such games, exhibitions, and contests with other schools or associations.

It has control over the finances and property of the Athletic Association, and over the purchase of needed athletic supplies.

It decides what candidates for membership on teams or for admission to athletic games, exhibitions, and contests are eligible, and it shall exclude from participation those whom it finds below the standard in their studies, or ineligible for any other cause.

It has power to appoint or remove Captains for the various teams.

Classification: MR. JAMES C. SMITH.

For Music: MR. COLBURN

For Art: MISS MCELHANEY

For Commercial Subjects: MRS. ARNTZ

For Freshmen and Below: MISS SMITH, MISS SPROWLS, MISS BLUE,
MISS ROGERS, MISS WOLLANGK

For Sophomores: MR. WILEY, MISS GREENLEE, MISS STEPHENS, and
MR. ARNTZ.

For Juniors: MR. JACKSON, MRS. STILES, MISS FORBES AND MISS SYKES.

For Seniors: MISS ACKERMAN, MISS GRAY AND MISS SULIS.

This Committee enrolls and classifies all students.

It sees that a full and correct registry of students is kept in the office, with copies of individual programs.

Subject to such regulations as may be adopted by the Principal, it passes upon all requests for changes of program.

It sees that the grades made by students each term are duly reported to the recording official.

It follows up students' work and disciplines delinquents when in its judgment it thinks best, and also offers such advice and encouragement as seem wise.

It has the power to call upon teachers for weekly reports of the standing of students whose work is under its consideration.

Commencement: MR. GORDON, MRS. RIDDLE, MISS ACKERMAN, MR. WHITMYRE, MISS EYRE, MISS SPROWLS, MISS LEONARD, MISS STEWART AND MRS. STILES.

This Committee has general directive charge of the affairs of Commencement. It sees that the diplomas are ready, and has proper programs printed.

Dining Room: MR. J. C. SMITH, MRS. RIDDLE AND MR. JACKSON.

This Committee has general charge of all dining-room matters not coming under the official control of the Steward; it arranges the seating; it is responsible for good order, not only in the dining-room, but upon entering and leaving the same; in this work it has the cooperation of all members of the Faculty.

Lecture Course: MISS LEONARD, MR. COLBURN, MR. GORDON, MISS SMITH, MR. JACKSON AND MISS SPROWLS.

This Committee selects and contracts for all lectures and entertainments for the regular Normal Lecture Course.

All entertainments, excepting those which come under the control of other regular committees or the Principal, must receive the approval of this committee and be subject to its regulations before they shall be permitted to appear in the Chapel.

Literary Societies: MISS SPROWLS, MISS SMITH, MR. WILEY, MRS. RIDDLE AND MR. GORDON.

In working with the committees appointed by the Societies, or in working with the Society officials, this Committee represents the Faculty. It seeks to make more effective and valuable the work of the literary societies, and to this end advises with the members of the societies from time to time.

It has general charge of all contests, inter-society, or inter-collegiate, and open meetings.

Any and all society meetings are open to the members of this Committee, and its members are required to attend the meetings from time to time.

Program: MR. J. C. SMITH AND MR. WHITMYRE.

This Committee makes out the term program, at least one week prior to the opening of the term.

The Committee may, when it deems best, consult with other members of the Faculty relative to the schedule, but it has power to make out the program as it seems best in its judgment, and when so made and approved by the Principal, the same shall be final.

***Recommendations and Positions:** MISS JENNIE M. ACKERMAN, MISS LEONARD, MR. ARNTZ, MR. COLBURN AND MR. GORDON.

This Committee assists graduates and qualified students to secure positions to teach, and aids school officials in procuring teachers.

It collects complete and accurate information respecting all applicants for positions to teach who ask the assistance of the Committee.

*NOTE: The Normal, through its Committee on Recommendations and Positions, is prepared to give systematic aid to its graduates and students in securing suitable positions to teach.

The Committee seeks to assist school authorities in procuring competent teachers. The plan is to recommend candidates best suited to fill vacancies and not to send out general letters of recommendation.

School authorities who write the Committee will have full and confidential information in regard to applicants.

School officers are cordially invited to visit the Normal to inspect the work of those whom they may wish to secure to fill positions. Correspondence is invited from Boards, Principals, and Superintendents in regard to vacancies and teachers. This information will be treated in full confidence and all possible assistance will be gladly given.

While the chief work of the Committee will be to help the students who are in attendance, yet it is the purpose to lend assistance to graduates and former students in securing for themselves more satisfactory positions. To this end the full cooperation of Alumni and former students is earnestly desired. Write to the Committee when in need of a teacher. Supply information concerning vacancies.

All correspondence in regard to location of teachers should be addressed to the Secretary or the Principal.

Religious Work: MISS LEONARD, MR. JACKSON, MISS SULIS, AND MISS CHAFFEE.

It is the function of this Committee to assist and encourage the students in all religious work. It advises with the officers of the Y.W.C.A. and Y.M.C.A.

School Magazine: MISS LEONARD, MR. GORDON, AND MISS McELHANEY.

This Committee has general charge of the publication known as the Normal Herald.

Social Life: MISS JANE E. LEONARD, MISS STEWART, MISS ROBINSON, MISS EYRE, MISS GRAY, MR. JACKSON, MR. GORDON, MISS KING, AND MISS BEARDWOOD.

This Committee has general and executive charge of the social life of the students. It directs and controls the Saturday evening social, the Halloween and Washington's Birthday events, and such other affairs as the Hauxhurst spreads, hay-rides and sleigh-rides.

State Board: MR. M. C. GORDON, MR. WHITMYRE AND MISS ACKERMAN.

This Committee makes all needful preparation for facilitating the work of the State Board of Examiners.

The History of the Indiana State Normal School

The plan of this Institution was conceived in the sixties, the first money, some twenty thousand dollars, being subscribed for its founding in 1869. The first recognition by the State was through an act of the General Assembly in 1871, but the school was not opened until May 17, 1875. Its first principal was Dr. E. B. Fairfield, who afterwards, as the first Chancellor of the University of Nebraska, so largely influenced the future of that institution.

Among the notable men present upon the opening day of the school was one of Pennsylvania's most famous educators, then State Superintendent of Public Instruction, James P. Wickersham, who stated in his public address that it was his opinion that Indianan's first building was the largest, finest and best-planned structure devoted to normal school education in the United States. A monument to its founders, that building still stands, and in honor of the first president of the board of trustees, it is known as John Sutton Hall.

In 1893 there was erected upon our campus a brick residence for men students. The building was forty by one hundred feet, and consisted of a basement and three stories. In February, 1906, this building burned to the ground. There were excellent fire escapes, so not only were no lives lost, but there were no serious injuries.

The ruins were not cold before the trustees were planning for a larger and better dormitory for our young men, and in January, 1907, the Indiana boys took possession of one of the best school residences for men in the State. The building stands upon the site of the old one, but is somewhat larger, and is known as Clark Hall, in honor of the board's second president, the late Justice Silas M. Clark of the Supreme Bench.

In 1893, also, the board erected, to the northward of the main building, the Model School, and named it in honor of their third president, the A. W. Wilson Hall. This building contains eight large, airy classrooms, with ample playrooms in the basement for use on stormy days.

The year 1903 marked a strong advance in Indiana's material equipment. The Normal's Recitation Hall was then erected. It stands just to the southward of Wilson Hall, completing the east wing of the quadrangle. A stately structure it is and one of the most beautiful on the campus. The dimensions are a frontage of one hundred and thirty feet and a depth of one hundred and twenty-three. The building is the school proper of the Normal and contains twenty-four large beautiful rooms. The Trustees honored themselves by naming this building after one of their widely known and most faithful teachers, Jane E. Leonard.

During that same year (1903) there was erected to the westward of the south wing of John Sutton Hall another most beautiful and imposing structure, one hundred and twenty-three by ninety-two feet in size and three stories high. In the basement of this building is the laundry and storage, while on the first floor are the kitchens, dining-rooms, and the Steward's office; the Music Conservatory occupies the second and third stories. This building is known as Thomas Sutton Hall, in honor of the President of the Board of Trustees.

During the past few years something more than \$60,000 have been spent in improving the Institution's plant, the most noteworthy improvement being the erection of a cold storage plant in connection with the refectory. This cold storage plant is pronounced by experts to be one of the very best in all the country. It enables the school to manufacture its own ice, and to furnish its students at all times with the choicest fresh meats.

During the year 1910 two notable additions to our buildings were made—an annex to the dining hall, seating from eighty to one hundred; and an annex to the girls' dormitory, accommodating sixty-two girls. The dining room annex contains a very large fireplace, which promotes good cheer and helps the ventilation materially. The annex to the girls' dormitory affords to each two girls occupying it a suite consisting of a sitting-room and a bedroom. There are two large wardrobe closets, one for each girl. In the bedroom each girl has her own bed, and there is a porcelain lavatory supplied with hot and cold water. No dormitory, however high the charges of the school, affords its occupants better rooms than these. This building is practically fireproof, and its bathrooms—one on every floor—are tiled and finished in Italian marble. Occupants of these rooms pay from seventy-five cents to one dollar a week extra.

During the year 1913 the Trustees bought land off the Campus and across the P. R. R., and erected a Power Plant at a cost of \$140,000. This is one of the most complete plants owned by a school. It provides all heat and light and furnishes power for the elevators, ventilating fans, and culinary machinery.

During the year 1914 the Ambulatory around Recreation Hall was built and the Hall itself entirely reconstructed. The "North Annex" to the girls' dormitory was built, providing rooms for seventy girls. The rooms in this annex are larger than those in the old dormitory, and they are better furnished than any other of our rooms; each girl has her own bed, her own desk, and her own study-light. An addition nearly doubling the capacity of the kitchen was built, and more than \$3,000 worth of new kitchen appliances were added. A large fruit cave, ten feet by sixteen by twenty-four feet, entirely underground, was constructed. This cave is water-proof, and enables the school to have fresh fruit practically the year around.

During the year 1915 an addition was built that doubled the capacity of the "North Annex." The rooms in the new part are better, however, than those in the part first constructed. In addition to the advantages thus afforded, each room opens into a private dressing room with lavatory supplied with hot and cold water. The entire first floor of the addition to the "North Annex," 101 feet in length, is now occupied by the Library.

During the summer of 1915, an addition was built to our dining-room, and \$10,000 was spent in repairing and decorating the room. Those who have seen many schools announce their opinion that ours is the finest school dining-room in America.

Indiana's student growth has never been phenomenal, but it has been steady. While the war decreased attendance temporarily, it is practically certain that Indiana's attendance will soon show a decided increase.



GREEK SEATS

Material Equipment

THE BUILDINGS

These have already been quite fully described. They all are built of stone and brick in the most substantial manner, and are heated by steam. The building used as the girls' residence is equipped with three large electric passenger elevators, running from the basement to the top floor, which makes the upper floors more desirable in some respects than the lower ones.

This entire building is heated by steam and lighted by electricity. Every floor is supplied with an abundance of hot and cold water, and the bathrooms, lavatories, and water closets are of the most approved patterns.

On account of our method of lighting and heating, the possibility of a fire is small, while danger from it is reduced to a minimum by ample arrangements for extinguishment, and by fire-escapes abundantly provided for each floor.

In brief, this immense building is planned and furnished throughout for the convenience, safety, and success of its occupants.

Each student's room is furnished with a bedstead, a bureau, a washstand, with necessary china, two chairs, a study table, and a neat case of bookshelves. All rooms are carpeted and have plain shades to the windows. Many of the rooms are also furnished with single beds.

The night watchmen have their headquarters in this building, and make the rounds of all the buildings on the campus four times each night.

Each student's room in the boys' dormitory is furnished with two single iron bedsteads, a bureau, a washstand with necessary china, two chairs, and a study table. The windows are provided with plain shades.

THE LABORATORIES

For physics, chemistry and biology are located on the first floor of Leonard Hall. Few, if any, normal schools in this country are better equipped for science work than is Indiana.

These laboratories are supplied with every necessary instrument and equipment for individual study.

THE LIBRARY

A good reference library is accessible every day to all students. Here are found the leading encyclopedias, dictionaries, and other standard reference books, historical charts, maps, and other conveniences so essential to successful student life.

There is also a large library of choice works of history, biography and literature free to all students.

The Red Star system of book selection has been added. A number of books have been singled out for their humor, attractive stories, or for beauty in thought and expression.

The purpose is primarily to raise the standard of reading, and to increase love for and knowledge of the valuable works of the ages.

It is not the aim to mass books merely for the sake of making a large library; but we do aim to have every usable book and periodical.

The additions to the library during the year will aggregate about five hundred volumes.

We aim to give a brief course to each student on the use of a library.

In connection with the library is a reading-room, supplied with newspapers and periodicals as follows:

AMERICAN BOY	NATION
AMERICAN COOKERY	NATIONAL GEOGRAPHIC MAGAZINE
AMERICAN EDUCATION	NORMAL INSTRUCTOR AND PRIMARY PLANS
AMERICAN MAGAZINE	NORTH AMERICAN REVIEW
ART WORLD	OUTLOOK
ATLANTIC MONTHLY	OUTING
BIRD LORE	PEDAGOGICAL SEMINARY
BOOKMAN	PENNSYLVANIA SCHOOL JOURNAL
CENTURY	PHYSICAL CULTURE
COUNTRY GENTLEMAN	PICTORIAL REVIEW
COURIER DES ETATS-UNIS	PLAYGROUND
CURRENT EVENTS	POETRY
CURRENT HISTORY MAGAZINE	POPULAR ASTRONOMY
DELINEATOR	POPULAR SCIENCE MONTHLY
EDUCATION	PRIMARY EDUCATION
EDUCATIONAL REVIEW	PSYCHOLOGICAL REVIEW
ENGLISH JOURNAL	PUBLIC LIBRARIES
EVERYBODY'S	QUARTERLY JOURNAL OF SPEECH EDUCATION
GOOD HOUSEKEEPING	READER'S GUIDE TO PERIODICAL LITERATURE
HARPER'S MONTHLY	RED CROSS MAGAZINE
HOUSE BEAUTIFUL	REVIEW OF REVIEWS
HOUSE AND GARDEN	ST. NICHOLAS
INDEPENDENT	SATURDAY EVENING POST
INTERNATIONAL STUDIO	SCHOOL REVIEW
INDUSTRIAL ARTS	SCHOOL ARTS BOOK
JOURNAL OF GEOGRAPHY	SCIENTIFIC AMERICAN
JOURNAL OF GEOLOGY	SCIENTIFIC AMERICAN SUPPLEMENT
JOURNAL OF HOME ECONOMICS	SCIENTIFIC MONTHLY
KINDERGARTEN MAGAZINE	SCRIBNER'S
LADIES HOME JOURNAL	SURVEY
LIFE	TEACHERS' COLLEGE RECORD
LITERARY DIGEST	TRAVEL
LIVING AGE	WOMAN'S HOME COMPANION
MANUAL TRAINING MAGAZINE	WORLD'S WORK
MCCLURE'S	YOUTH'S COMPANION
MENTOR	
MUSICAL AMERICA	
MUSICAL COURIER	
MUSIC QUARTERLY	

DAILY NEWSPAPERS

NEW YORK TIMES	PHILADELPHIA PUBLIC LEDGER
PHILADELPHIA PRESS	PITTSBURGH GAZETTE TIMES
PITTSBURGH CHRONICLE TELEGRAPH	PITTSBURGH POST
PITTSBURGH DISPATCH	

We thank the publishers for the following publications:

AMERICAN ISSUE	INDIANA TIMES
CLEARFIELD REPUBLICAN	IN THE OPEN
CONNELLSVILLE NEWS	JOURNAL OF N. E. A. ASSOCIATION
GOSPEL TRUMPET	LEECHBURG ADVANCE
GREENSBURG PRESS	LUTHERAN
INDIANA DEMOCRAT	LUTHERAN WOMAN'S WORK
INDIANA EVENING GAZETTE	UNITED PRESBYTERIAN
INDIANA MESSENGER	VANDERGRIFT CITIZEN
INDIANA PROGRESS	WOMAN'S MISSIONARY FRIEND

THE INFIRMARY

Is pleasantly located in a retired portion of the south wing of John Sutton Hall. This infirmary, by every physician who has ever seen it, has been pronounced to be one of the finest and best in the state. It contains three tiled bathrooms, a dispensary, a kitchen and dining-room, nurses' private quarters, ample closets, ward for girls, private room for girls, ward for boys, and private room for boys. The west end is fitted for boys, the east end for girls. These two apartments are separate and distinct, being divided by a hall.

Every sanitary precaution is here taken, and every necessary arrangement is provided for the intelligent care of the sick. A graduate nurse is always in charge. Many a serious illness has been averted by early caring for the student in this Infirmary. The excellent health of our girls is proverbial, and the Infirmary is responsible in no small degree for it. No extra charge is made for care in the Infirmary, not even for the consumption of common remedies, a stock of which is always on hand. But in case the illness is such as to require the care of a physician or special nursing, the student pays that cost, and the cost of filling the physician's prescriptions. At some distance from the main buildings and off the campus, the institution maintains a small hospital in which cases are confined if there is cause to suspect contagion.

In short, every precaution is taken to protect the health of the Indiana student; and during more than forty years but three deaths have occurred in the Institution, and it has never suffered from an epidemic, notwithstanding the thousands who have been under its care. Students, who because of severe or prolonged illness have to be transferred to a private hospital, have to pay the expense incurred at such institution and the cost of the transfer.

Students, who because of suffering from a contagious disease have to be removed to the school hospital, have to pay five dollars a week while in the hospital for nursing, and no deduction is made from the regular term payments.

BOARDING

The boarding department of this school is under the charge of a Steward of wide experience.

All who visit the Institution are delighted with its beautiful, spacious dining-room, and its immaculately clean kitchen, fitted up with every modern appliance of worth. The kitchen is presided over by an expert chef. There are four assistant cooks. The great bake-ovens are in the basement. We bake all our bread (white, Vienna, Graham, whole wheat, corn-bread and biscuit), pies and puddings. A professional baker has charge of the ovens.

All water served on our tables is from our own wells, drilled to a depth of more than two hundred feet. Table water is also filtered.

Each table seats from eight to twelve, and so far as possible is presided over by a teacher.

It is the Steward's aim to provide good, substantial, wholesome food. While it is plain, it is always the best quality to be found on our markets.

It is doubtful if there is another school in the country, whatever its character or charges, that provides a greater variety of, or more wholesome, food for its students than does Indiana. Our bills-of-fare vary with the seasons. Ice cream is regularly served twice a week. Special meals are prepared for the sick.

Students are not permitted to room and board with private families, or to room in private homes and take meals in the school, except on the order of the Principal. Such permission is granted only after investigation of each case.

LAUNDRY

The Institution owns a first-class laundry, and has it under the management of competent people. The price of board in this school includes free laundry to the extent of ten plain pieces a week, in addition to towels and napkins. In the basement of the girls' residence is a place to do washing and ironing for the use of girls only, and many of them attend to the laundering of their own handkerchiefs and other small pieces.

All articles sent to the laundry must be plainly marked with the name of the owner in some indelible form, and should be in a laundry bag.

All water used in our laundry is sterilized, in order to eliminate any possibility of spreading infectious diseases.

OUTFIT AND ROOMS

Outfit: Students are expected to provide themselves with towels, table napkins, soap and other needful toilet articles, as well as curtains for room windows. For sanitary reasons, students are required to bring with them double (or a pair of) woolen blankets.

Rooms: Students in actual attendance at the close of one term are entitled to preference in the choice of rooms for the next term. But room will not be reserved for a girl when in attendance at the school, unless she makes a deposit of five dollars with the school. If the student making deposit returns at the opening of the next term and claims her room, the deposit of five dollars will be deducted from the regular payment then to be made; otherwise, the deposit is forfeited to the school. All other students are entitled to choice of rooms in the order of the receipt of their applications.

The school authorities at Indiana do not choose rooms for individual students; because, of two rooms available, the Principal or Preceptress might choose the room that the new student would not choose. For forty years, the school has followed a method of allotting rooms which is in vogue in many of the best boarding schools of the country. At the close of the school year in June, all old students who are to return the following year choose their rooms. On account of the large graduating classes, many rooms are left vacant for new students, and from these vacant rooms the new students choose their rooms when they come to Indiana in the fall, making choice in the order of their reservations. The "reservation of a room" at Indiana does not, therefore, set aside any particular room for a new student; but is simply a guarantee that a comfortable, well furnished, heated and lighted room, with privilege of bath, will be provided for the student upon her entering the State Normal School.

No rooms, selected by or for students, will be held for them beyond the second day of the term, except upon special agreement to that effect, and charge will in all cases be made for rooms thus held.

Each room is intended to accommodate two boarders, and the scale of prices given in this catalog is arranged accordingly. Where the student, by his own choice, occupies a room alone, an extra charge will be made. Students may not room alone, except with the permission of the school authorities.

LOCATION

The Institution is fortunate in its location, the site being one of great natural beauty, while the surrounding town is characteristically beautiful, and has developed those moral influences so desirable in the seat of an institution of learning. The town has a population of more than 7,000 and maintains churches of the following denominations: Methodist Episcopal, Free Methodist, Episcopal, Presbyterian, United Presbyterian, Catholic, Lutheran, Baptist, Wesleyan Methodist, German Lutheran, and Christian.

Growth and improvement have especially marked Indiana in the past few years, and bid fair to continue. Many blocks of excellent brick paving have been laid, and contracts for many more have been let.

The place is reached by rail without difficulty, being the northern terminus of the "Indiana Branch" of the Pennsylvania, the change from the main line being made at Blairsville Intersection, where the Indiana train awaits the main line train. The Indiana Branch connects at Blairsville with the West Penn. Division. Indiana is also on the Buffalo, Rochester and Pittsburgh, which gives connections with all northern points. The Institution is within ten minutes walk of either depot. The Pennsylvania stops all its trains at the "Campus Landing" on the first day of each term. Both the railways put on extra coaches at the opening of each term in order to accommodate all, if possible, with seats.

Telephone connection can be made from the main building with all leading points.

Reference has been made to Indiana's naturally beautiful location. Here in the foot-hills of the Alleghanies, fifteen hundred feet above sea-level, with a clear, pure atmosphere, its inhabitants have always been free from miasmatic or malarial complaints. For more than a third of a century the health record of the school has been phenomenal.

Our campus, comprising twenty-three acres, has its natural beauty greatly enhanced by the constant care of a landscape gardener. It is the belief of the Institution's authorities that such surroundings are a potent factor in the up-building of the student's character.

Purpose and Function of this School

Pennsylvania, in common with most of the American states, realized practically from its founding the necessity of an educated citizenship. It is axiomatic that a just and efficient government must and will be controlled and administered by the educated; hence, the genius of our government implies an educated citizenship. This attitude of the state toward the instruction of its people makes it the one competent agency in supplying qualified teachers for its schools. This the State of Pennsylvania does through its State Normal Schools, whose function is the preparation of teachers for the common schools of the state. The learning and training imparted by the state through its Normal Schools has not for its purpose the bettering of the condition of one class of persons at the public expense; the school does not exist for the benefit of its students simply, but for the benefit of the whole people, and its work is done with the general welfare always in view.

It is sometimes declared by some well-meaning critic that the normal should be "a purely professional school," meaning that the school should not do academic work, but devote itself to the teaching of pedagogics, psychology, the philosophy of education, etc. All experienced trainers of teachers realize the inefficiency of such work. Those so trained rarely make successful teachers. As well might medical students devote their time to the study of diagnosis and the theory of disease, apart from **materia medica** and the common diseases encountered in actual practice. The average high school graduate has been away from the common school subjects for from four to five years. His knowledge of those subjects was obtained at an immature age. In his normal school course they must be constructed **from the standpoint of a teacher**. His view will be very different from the view he had as a child. The normal school must not only teach how to teach, but what to teach and the educational value of study subjects. True, it cannot and does not confine its courses to common school subjects, realizing the necessity of having the content of its courses broad and cultural. These facts make the normal school a desirable institution in which to obtain a general education for any purpose in life. More and more, far-seeing parents have recognized this, and have insisted upon the privilege of paying full tuition for having their children educated in the normal school, thus benefiting by its peculiar excellence.

For thousands of years, thoughtful men have realized the educational and cultural value of music, and its psychological effect in giving tone and sanity to mental life. American educational leaders believe in music as a school study, and insist that the common school teacher shall possess a fair degree of musical knowledge and ability. To meet this demand in training, the leading normal schools have founded strong departments of music. The department at Indiana has grown into a well-equipped Conservatory, second to none in this section of the country.

The life of a community determines the practical side of its school education. America is a business country, hence, in its cities everywhere high schools are offering business courses. To prepare teachers for this class of high school work, this Normal maintains a Business School. So thorough and excellent is the course that many are graduated from it, not to teach, but to take up business careers. In short, it is the purpose of this Institution to prepare teachers for every grade and kind of teaching of wide demand.

DISCIPLINE

All questions of internal organization in a school must be determined by the fundamental conception of the function of the school. In determining the nature and character of discipline in a normal school, the function of the institution makes it necessary that it be but slightly, if at all, reformatory in its nature. The general welfare of the state would not be promoted by licensing one of evil tendencies or certain shortcomings to teach in the schools of the commonwealth.

It is, therefore, the policy of the administrative authorities to ask any student who does not conduct herself or himself in all things as becomes the lady or gentleman, or who is found not to be adapted to the life and work of the school for other reasons, to withdraw from the Institution.

In the government of the school, the largest liberty consistent with good work and order is allowed. The disciplinary power of the Institution is brought to bear upon the student, only to bring him to a rational understanding of freedom, and to lead him to such self-government as will make him capable in the future of wisely governing others who shall become his pupils.

It is the desire and aim of the Faculty to make the government in the school ethical in its basis.

RELIGIOUS INFLUENCES

This school is not denominational in any sense. Its authorities, however, aim to make it a place of gentle but positive Christian influence. To this end family worship is held daily, and students are required to attend the church of their own choice on Sunday mornings.

The Y.M.C.A. and the Y.W.C.A. aid in the religious culture of all whose homes are in the Institution. They include a large portion of the students. These associations have charge of the Thursday evening prayer-meetings, and hold a joint meeting Sunday evenings. Endeavor is made to promote Sabbath observance.

Students are thus encouraged to become Christian workers, and school life is made to minister to the elevation of Christian life.

Besides these associations, there are various others of a practical type and in a highly prosperous condition.

The denominations that maintain churches in Indiana were mentioned in describing the school's location.

There is a Vesper Service each Sunday evening which all boarding students attend.

THE LECTURE COURSE

The Institution maintains an excellent free lecture course for its student body. On this course is always to be found the best obtainable talent. During the past season our students had the privilege of hearing in the Chapel, among others:

DR. GORST, the Bird Man
"BURNS OF THE MOUNTAINS"
PRINCESS RADZIWILL
DR. HENRY L. SOUTHWICK
JULES FALK, Violinist
MISS CHRISTINE TINGLING, Address on Temperance
DR. PAULINE ROOT, Lectures on Social Hygiene

There are frequent artist recitals by members of the Faculty of the Conservatory of Music.

THE SOCIAL LIFE

The residences of the young ladies and of the young gentlemen who attend this Institution are entirely separate. All use the same dining-room, however, which adds greatly to the social and cultural life of the school. All social events in which the sexes mingle are under the direct charge of a faculty committee.

GRADUATION

In order to be graduated from any Pennsylvania State Normal, the candidate must have passed satisfactory examinations under the Faculty in all the branches required in each year of the four-year course, and under the State Board in the branches required in the third and fourth years of the course. The candidate must also have spent the third and fourth years as a student in the school, unless a graduate of an accredited college, in which case residence during the fourth year only may be required.

Graduates of second grade high schools may be required to spend three years in residence at the school; but it may be possible to shorten this period in exceptional cases.

CERTIFICATE AND DIPLOMA

The State Normal Certificate is issued to those who are graduated. It entitles the holder to teach in the public schools of the State for two years without further examination. The State Normal Diploma is a license for life to teach in this state, and is issued to graduates who have taught in the common schools of the state for two full annual school terms of not less than seven months each after graduation, and who present certificates of successful teaching from each of the school boards, countersigned by the county, city or borough superintendent. The school will furnish graduates blanks for these certificates when they ask for them. A charge of fifty cents is made to cover the expense of issuing the diploma, and an additional charge of one dollar is made if the name of the graduate is engrossed thereon. Those who want their diplomas sent to them by mail must send twenty-five cents to pay for registration.

CAP AND GOWN

The regulation cap and gown, sanctioned by the Intercollegiate Bureau and Registry of Academic Costume, are worn by Seniors of this Institution, upon the proper occasions.

The cost of the cap and gown ranges from \$6.50 up.

The rental for cap and gown is \$2.50.

Student Organizations

LITERARY SOCIETIES

There are two literary societies—the Erodolphian and the Huyghenian. These organizations meet in the Chapel every Monday night—each society presenting a program on alternate Monday nights for the entertainment of the other society. In this way a spirit of wholesome rivalry and intelligent competition is kept alive. The programs consist of readings, speech making on current affairs, discussions, playlets, pantomines, and music.

Each organization presents annually a full evening play. All Juniors and Seniors must belong to one of the two societies.

The special and business meetings are held in the well-furnished halls set apart for these two social and literary interests.

THE LINCOLN DEBATING CLUB

The Lincoln Debating Club is an organization for men students. Its purpose is to develop ready and useful public speakers.

The membership is limited to fifty, and these are divided into three sections, each section debating every third week. The regular program consists of a prepared debate on some serious question of the day and impromptu speeches on current topics.

The club has the benefit of a Faculty coach.

Fraternities

PHI ALPHA

The Iota Chapter of the Phi Alpha Fraternity was organized February 29, 1908. The purpose of the Fraternity is to promote the general welfare of its members. It is also the purpose of the Fraternity to develop and maintain high athletic standing. The Fraternity is well represented in all athletics. Good moral and scholastic standing in the school is required for membership.

OMEGA CHI

The Beta Chapter of the Omega Chi Fraternity was installed here in May, 1909. The organization has grown steadily in strength and influence, and is proud to number among its members some of the ablest boys in the school. It is heartily in favor of clean athletics, and as most of the boys are in some of the teams, it exerts its influence in that direction. At present it has some twelve active members in school.

Sororities

At the request of the Sororities, the authorities of the school discontinued them at the close of June, 1919. A system of student clubs will take their place next year.

CHRISTIAN ASSOCIATIONS

The students maintain two religious organizations—the Y.M.C.A. and the Y.W.C.A. These associations hold regular weekly meetings for devotional purposes, and occasional social gatherings. The meetings are a source of strength and help to the young people. The associations are factors for good in the school, and new students are cordially invited to identify themselves with them. Committees of the two associations meet all trains at the beginning of the terms to assist and direct new students.

Each of the associations has a furnished hall for its meetings.

THE WHATSOEVER CIRCLE

The Whatsoever Circle is a branch of the Young Women's Christian Association, which has been in operation for many years and has become noted for religious and helpful work of all kinds. Its object is, as its name indicates, to serve whomsoever and wheresoever needed. Its latest gift to the school is a small silver service for each of the trays to be used by the sick people.

ALUMNI ASSOCIATION

Indiana has graduated over three thousand teachers, and they constitute a loyal and enthusiastic band of supporters for their Alma Mater. The Alumni Association has been a useful factor, indeed, in the upbuilding of the school. Its services have been numerous and varied, but it is hoped that its influence may be made even more potent. No school can accomplish great things without the aid of a loyal and enthusiastic alumni. Let us not forget the fact that in our union rests the strength that will make us a success in our professional life—that it is the excellence of our work that gives reputation to our Alma Mater, and that her reputation is ours.

The Association holds an annual reunion at Commencement time. There is both a business meeting and a banquet.

THE MADRIGAL CLUB

The Madrigal Club is a vocal musical organization for women students only. The best part-songs are presented from time to time.

THE GLEE CLUB

The Glee Club of young men studies works for male voices under the direction of a member of the Conservatory faculty. An annual concert is given in the Chapel, and an extended concert tour is made during the spring vacation. Members of the Club are selected by competition and any male student of the school is eligible.

THE VESPER CHORUS

This organization renders standard choral works at the Sunday evening Vesper services, and from time to time gives oratories and other large choral works.

SWING OUT

Swing Out is the day on which the members of the Senior Class first appear in cap and gown, and in honor of this fact Swing Out exercises are held on the campus.

These Swing Out exercises include a march by the Senior Class, aesthetic and interpretative dances by the under-classmen, and dances by the attendants before the Queen. The Queen and her attendants are chosen by vote of the Senior Class in March of each year and immediately thereafter preparations for Swing Out exercises begin. The exercises are held on the East campus in the early evening and constitute one of the most beautiful and attractive forms of entertainment that has yet been devised and all of the exercises center about the fact that the seniors for the first time don the cap and gown.

Athletics

The Institution's reputation in athletics is so well-known that comment is scarcely necessary here; the Football and Baseball teams have, for years, won a big majority of the season's games, and the Track team has been the champion team among schools of our rank, for years, in Pennsylvania and surrounding states. The Football team was the acknowledged champion Normal football team of the State of Pennsylvania for 1917. The 1917 Baseball team was the acknowledged Scholastic Champions of Western Pennsylvania, among the Normal Schools and Preparatory Schools. The schedule as played consisted of twenty-four games.

Only a few years ago Indiana took up Basketball as one of the boys' sports. The record for 1919 speaks for itself and commends Mr. W. M. Whitmyre who coached the team. The schedule for 1918-1919 follows:

Normal.....	32	Indiana High School.....	9
Normal.....	32	Punxsutawney High School.....	36
Normal.....	58	North Braddock High School.....	18
Normal.....	38	McKeesport High School.....	30
Normal.....	42	Duquesne University.....	41
Normal.....	25	State College Freshmen.....	31
Normal.....	20	Bellefonte Academy.....	19
Normal.....	39	Pittsburgh Academy.....	24
Normal.....	26	DuBois High School.....	27
Normal.....	32	Duquesne University.....	30
Normal.....	35	Punxsutawney High School.....	34
Normal.....	54	Crafton High School.....	26
Normal.....	46	Crafton High School.....	22
Normal.....	49	North Braddock High School.....	24
Normal.....	24	Altoona High School.....	26
Normal.....	56	Bellefonte Academy.....	28

In Football, Indiana perhaps excels, but the season of 1918, on account of the war and the "Flu," was not very successful anywhere. Indiana had a good team, but played very few games in 1918. The schedule played was as follows:

Oct. 3:	Indiana Normal.....	0	W. & J.....	7
Nov. 8:	Indiana Normal.....	0	Johnstown H. S.....	0
Nov. 15:	Indiana Normal.....	86	New Kensington.....	0

Indiana's baseball team played the following schedule:

Apr. 30:	Normal.....	8	Altoona H. S.....	1
May 3:	Normal.....	4	Bellefonte Academy.....	5
May 8:	Normal.....	3	Pittsburgh Collegians.....	6
May 9:	Rain.....		Pittsburgh Collegians.....	
May 16:	Normal.....	4	Duquesne University.....	3
May 19:	Normal.....	22	Pittsburgh Academy.....	2
May 24:	Normal.....		Carnegie Tech.....	Rain
May 27:	Normal.....	19	Bellefonte Academy.....	0
May 28:	Normal.....	3	St. Francis College.....	4
May 31:	Normal.....	7	Duquesne U.....	2
June 4:	Normal.....	5	Lucerne.....	1
June 7:	Normal.....		Lucerne.....	
June 9:	Normal.....		St. Vincent's.....	
June 14:	Normal.....		Carnegie Tech.....	
June 17:	Normal.....		St. Vincent's.....	

Following is a resume of records made by Indiana in clean, wholesome, athletic sports into which no professionalism has crept:

Since 1908, Indiana has won the Scholastic Football Championship of Western Pennsylvania by defeating Kiski, in the annual game on all but three occasions, losing to Kiski twice and playing one scoreless tie.

In 1917, Indiana defeated the Kalamazoo, Mich., Normal School team, undisputed champions of the Normal Schools of the Middle West, by a score of 40 to 0.

In Track, the Indiana boys have met and defeated, during the past few years, most of the Normal Schools and many of the Colleges. Among the features of Normal's sprinters, the work of R. A. Carroll in 1914 stand out prominently. He ran 100 yards in 9 4-5 seconds, 220 yards in 21 2-5 seconds, and broke the world's record when he made 60 yards, indoors, in 6 1-5 seconds.

Two men, in the spring of 1919, won second place in the Scholastic at State College.

School Records in Track

100-yard dash	Carroll	9 4-5	1914
220-yard dash	Carroll	21 2-5	1914
444-yard dash	Carroll	50	1915
444-yard dash	Carroll	50	1914
880-yard run	Zener	1:59 4-5	1914
Mile run	Zener	4:50 2-5	1914
2-mile run	Steele	10:20	1911
120-yard hurdles	Myers	15 3-5	1912
220-yard hurdles	Myers	25 4-5	1912
High jump	Castaneda	6 ft. 1/2 in.	1912
Broad jump	Wilson	22 ft.	1912
Pole vault	Murray	10 ft. 9 in.	1915
Shot put	Siemon	46 ft. 7 in.	1914
Hammer throw	Siemon	144 ft. 8 in.	1914
Discus	Siemon	127 ft.	1914
Mile relay		3:29 4-5	

(Carroll, Gano, Trainer, Holland)



AN OUT-DOOR CLASS

Suggestions to Prospective Students

HOW TO ENTER THE SCHOOL

Upon arrival at Indiana, come at once to the Normal, but a short distance southwest of the Pennsylvania depot, and southeast of the B. R. & P. depot. Bring your baggage check to the Normal School if you have not given it to a representative of the school on the train.

The Registrar's office is just to the left of the north entrance of the main building. All preliminary arrangements will be made here, when the student will go to Leonard Hall just north of the main building, to be classified. No student is classified who does not show the Principal's receipt for payments required at entrance. After classification, consult with the Preceptor or the Preceptress relative to the engagement of a room.

COME EARLY

Success demands that you be here early. Tardiness in the commencement of a term, or irregularity of attendance after the commencement, is a very serious hindrance to success. Be here and ready for work on the very first day and the very first hour of the term.

TIME FOR THOROUGH WORK

It oftens happens that an ambitious young man or woman, limited in means and desirous of commencing life's active labors as soon as possible, determines to try to do two years' work in one, or that of three in two.

Such a course is scarcely ever advisable. One essential element in the teacher's preparation is time. Solid attainment is never a mushroom growth. Two years' work demands two years in which to do it well; and unless work is well done, the result will prove a source of regret through many years of mistakes which might have been avoided had more thorough preparation been made. If you need more than a year for your work, and have only the means at command for one year's expenses at school, come for the year, and then, by remaining out of school for a time, make it possible to return and complete your course. It is not an absolute necessity that you graduate at a certain time; it is absolutely essential to your true success that you make thorough preparation.

VISITS

Success demands concentration of thought. This is prevented by frequent visits at home or elsewhere, and usually time thus spent greatly hinders the progress of the student. Make few, if any, visits away from school.

OWN YOUR OWN BOOKS

While you will find many books of reference here, it is advisable for you to bring all the books you have that you may make personal and daily use of them. The habit of such use is of incalculable importance, and the school life should ever minister to the formation of such habits as will lead to success in the after-walks of life. Bring your books with you; place them where you can conveniently use them, and by their use form a habit, the value of which you can never over-estimate.

CONFORM

It is the school's interest and purpose to serve you, but this it can do but poorly unless you conform to the life of the Institution. Make up your mind to get all the good out of the school you can. Come with the purpose of being happy in your work, of getting acquainted and entering heartily and cheerfully into the complete life of the school, making it all yours.

THE SCHOOL'S REPUTATION YOURS

The Indiana Normal proposes to maintain a high standard of excellence, both as to scholarship and as to attainment of skill in teaching.

Our inquiry is, and will remain, not how many we can graduate, but how many, and who, are thoroughly prepared for graduation.

For the sake of those who shall employ our teachers, and for the sake of the teachers themselves, we desire to make our diplomas valuable and preserve to them their value; and we trust that you will appreciate the fact that you must yourself contribute to so desirable an end.

ADDITIONAL SUBJECTS ON DIPLOMAS

Persons who have been graduated may be examined by any State Board in any higher branches, and the Secretary of the Board of Examiners shall certify on the back of their diplomas to the passing of the branches completed at said examination.



STUDENT CELEBRATION

Statement of Expense

	Full Year 40 weeks	Fall Term 15 weeks	Winter Term 13 weeks	Spring Term 12 weeks
Total charge (including enrollment fee, board, room, heat, light, and laundry) for boarders preparing to teach	\$240.00	\$ 90.00	\$78.00	\$72.00
Total charge (including enrollment fee, board, room, heat, light, and laundry) for boarders not preparing to teach	320.00	120.00	104.00	96.50
Tuition for day students preparing to teach	Free	Free	Free	Free
Total Charge for day students preparing to teach	21.00	7.00	7.00	7.00
Total charge for day students not preparing to teach	101.00	37.00	33.00	31.00
Extras —Drawing	40.00	15.00	13.00	12.00
Typewriting . . . . .	....	6.00	5.00	4.00
Shorthand . . . . .	....	12.00	10.00	9.00
Elocution—Two lessons per week (private) . . . . .	....	15.00	14.00	13.00
One lesson per week (private) . . . . .	....	10.00	8.00	7.00
Domestic Science 1 . . . . .	....	3.00	2.00	2.00
Manual Training 1 . . . . .	....	3.00	2.00	2.00
Special Normal Domestic Science 2	80.00	30.00	26.00	24.00

Free Tuition: The State pays the tuition of students who comply with the conditions set forth in the following statute passed by the Legislature of Pennsylvania in 1905.

"For each student 17 years of age, who shall sign an agreement binding said student to teach in the common schools of this State two full annual terms, there shall be paid the sum of two dollars a week in full payment of the expenses of tuition of said students."

"Provided, That each student in a State Normal School, drawing an allowance from the State, must receive regular instruction in the science and art of teaching in a special class devoted to that subject for the whole time for which such an allowance is drawn."

"In case of a deficit in the State appropriation, students at the different State Normal Schools will receive their pro rata share of the appropriation, and will be required to pay balance to the school."

NOTE

1. Persons, not preparing to teach, who desire to take Domestic Science or Manual Training only, would have to pay, in addition to this "extra" fee, \$320.00 for the year, proportionately for a term, if boarders; if day students, they would have to pay \$101.00 a year, and proportionately for a term in addition to the "extra."

2. Boarding students, preparing to teach Domestic Science, who desire to take the Special Normal Domestic Science Course, would have to pay in addition to this extra fee, \$240.00.

BOOKS

The cost of books is an item of expense that cannot be determined because a student can take a longer or shorter program as he may elect, and because he may own part of the books that he will need; but it has been found, by long experience, that the average rental for books amounts to about \$1.50 per term.

VACATION CHARGES

Students remaining at the school during the Thanksgiving recess, or the Christmas or Easter Vacation, will be charged the transient rate for board, \$1.00 per day. For lunch only taken at the school the charge is \$1.50 per week.

EXTRA ROOM CHARGES

There are rooms on the first and second floors of John Sutton Hall for which a special price is charged. There are also in various parts of the building, a few suites for which an extra charge is made. In the Annex an extra charge of one dollar a week for each occupant is made. These rooms come **en suite**, each occupant has her own bed and wardrobe, and the bedrooms are supplied with lavatories furnishing both hot and cold water. In the North Annex an extra charge of seventy-five cents a week for each occupant is made. Girls occupying rooms for which no extra charge is made will pay fifteen cents extra per week if single beds are provided, to meet the extra expense of laundry for bed linen.

At the opening of the year, all necessary electric lamps will be furnished free, after which the students will pay for extra lamps.

We have a very limited number of small rooms that are let for single occupancy, at an extra charge of seventy-five cents a week. In case a student is permitted to occupy a double room alone, she must pay one dollar a week for the privilege. If the room is one for which extra rent is charged, the occupant in addition to the above-mentioned charge of one dollar, must pay the full extra that two girls would pay. For instance, if a student were occupying alone one of the best suites in the Annex, she would pay three dollars per week extra. With a roommate, in the same room, she would pay but one dollar extra per week.

**ESTIMATED COST OF ATTENDING THE NORMAL ONE YEAR
FOR STUDENTS PREPARING TO TEACH**

Enrollment Fee.....	\$ 21.00
Room, Board, and Laundry.....	219.00
Rental of Books.....	4.50
Paper, Pencils, Drawing Materials, etc.....	10.00
Fees in Domestic Science or Manual Training.....	7.00
	<hr/>
	\$261.50

If student is not preparing to teach, add \$80.00 to above.

If student desires room with single beds, add \$6.00 to above.

If student desires room with running hot and cold water, add \$40.00 to above.

AMOUNT AND TIME OF PAYMENTS

FALL TERM

At beginning of Term—

All day students taking State Aid will pay.....	\$7.00
All day students not taking State Aid will pay.....	37.00
All boarding students will pay.....	90.00

The above payments include the enrollment fee.

At middle of term, all bills for extra room rent, music, extra charges for any courses outside the regular normal courses, etc., are due from all students. The regular normal tuition amounting to \$30.00 is also due at this time from boarding students not taking State Aid.

Boarding students who are seventeen years of age, or over, and are preparing to teach in this State, do not have the regular normal tuition to pay. Such students, unless they have incurred extras as mentioned above, have only the first payment of \$90.00 to make during this term. This statement modified to suit the condition applies to the other two terms.

WINTER TERM

At beginning of Term—

All day students taking State Aid will pay.....	\$ 7.00
All day students not taking State Aid will pay.....	33.00
All boarding students will pay.....	78.00

At middle of Term, bills covering the same items as for the middle of the Fall Term fall due. The regular normal tuition for the Winter Term is \$26.00.

SPRING TERM

At beginning of Term—

All day students taking State Aid will pay.....	\$ 7.00
All day students not taking State Aid will pay.....	31.00
All boarding students will pay.....	72.00

At middle of Term, bills covering the same items as for the middle of the Fall Term fall due. The regular normal tuition for the Spring Term is \$24.00.

STATE AID IS NOT CREDITED BEFORE THE END OF THE TERM

HOW TO PAY BILLS

Bank Drafts, Checks, Express and P. O. Orders are accepted. Payments must be made, or satisfactorily provided for, before students are assigned to classes.

Students desiring to leave school before the close of the Term must report to the Principal and settle any unpaid accounts.

Visitors expecting to remain more than three days are requested to make arrangements in advance with the Principal.

Meal tickets for visitors can be obtained in the Book Room.

All bills are payable to the Principal, and all checks should be made payable to John A. H. Keith, Principal.

DEDUCTIONS AND REFUNDS

(Read Carefully)

No deduction is made for absence the first two or the last three weeks of a term, for any cause whatever.

For absence four consecutive weeks or more on account of the student's **personal** illness, one-half the paid-in charges for the time lost is refunded; provided the student's physician in attendance certifies that the illness was of such a character as to render the student unable to attend school. A proper blank for this certificate will be furnished by the school.

When a student drops out of a strong and popular school, he vacates a place that might have been occupied by another, who would have remained through the term. The school's expenses for light, heat, etc., are not lessened by the student's dropping out. The teachers who could teach him still remain and draw their salaries. Food for a large school cannot be bought daily on the markets of a small town; consequently, the authorities, calculating on a full school, must contract for food in advance for a term, and sometimes for a year. For these reasons some of the best conducted schools will make no refunds for any cause, but insist upon a full year's payment in advance, against which no claims will be recognized. Indiana, however, as indicated above, will share the loss with the parent or guardian where the absence is caused by the student's sickness. August 31st is the close of the school's fiscal year, when the State Audit is made, and after that date no refunds for any reason or purpose whatsoever are made.

In cases of light illness, a student will be cared for in our Infirmary. No charge will be made for nursing. If the attendance of a physician is needed, the student must meet his charge. In case of serious illness, it will be necessary for the student to be removed either to her home or to a private hospital, in which case the student must meet the charges.

The school maintains a small hospital to which persons suffering from contagious diseases are removed. Students occupying this hospital are charged five dollars a week for general care, not including that of a physician or trained nurse. No deduction from the regular charges of the Institution is made for such students because of time lost from their classes.

The Infirmary of this Institution, with wards for both sexes, private rooms, dispensary, baths, buffet, etc., is one of the best and most complete to be found. It is at all times in charge of a professional nurse, of wide experience.

A COMPARISON OF SCHOOL EXPENSES

We are often asked by prospective students and parents contemplating the education of a son or daughter, if the charges at Indiana are reasonable. For the information of such we offer the following comparisons:

Indiana's charge for a full year of 40 weeks, for all fees, tuition, board, room, heat, light, and laundry, in the Normal Department, is from \$240 to \$320.

The best of the smaller colleges of our State, such as Haverford, Lafayette, and Swarthmore, charge for board, room, and tuition, exclusive of laundry and sometimes class fees, from \$400 to \$575.

Phillips Academy in Massachusetts gives \$465 as "moderate" for tuition, board, and room for one year, and \$595 as "liberal."

As an example of the cost of attending one of the great universities of high grade, we mention Princeton where the **average** cost is \$568 a year.

Many of the country's best private schools charge from \$600 to \$1,500 a year, and the year in such schools seldom exceeds 36 weeks in length.

The State Normal is not designed to be a money-making institution; hence, its charges are kept down to the actual cost of operation and maintenance.

Text Books

Stationery and text books used in the Institution can be purchased at the Book Room in the main building at regular prices; or the text books can be rented at reasonable rates by those who do not wish to purchase.

Any student entering the Institution, who has been a student during some previous term, will not be given credit in the Book Room until he has canceled any indebtedness that he may have left standing against him in that department.

The following is a list of text books in use:

- Agriculture—Productive Farming, DAVIS
- Astronomy—STEELE
- Botany—BERGEN
- Business—
 - Bookkeeping—ROWE
 - Commercial Law—GANO
 - Correspondence—BELDING
 - Business English—BUHLIG
 - Business Arithmetic—VAN TUYL
 - Shorthand—GRAHAM
 - Typewriting—FRITZ & ELDRED
- Chemistry—MCPHERSON & HENDERSON
 - Laboratory Manual—MCPHERSON & HENDERSON
- Civil Government—MACGRUDER
- English—
 - Composition & Rhetoric—MAXWELL AND SMITH
 - Composition & Rhetoric—SCOTT AND DENNY
 - Elocution and Expression—ELSON
- Grammar—MAXWELL, BASKERVILLE & SEWELL
 - Structure of English Sentence—KIMBALL
- American Literature—HALLECK AND PAINTER
- English Literature—HALLECK AND PAINTER
- Logic—PERRY'S Argumentation
- Spelling—100 Lessons in Spelling
- Ethics—HYDE
- French—
 - French Reader—BIERMAN & FRANK
 - French Grammar—FRASER & SQUAIR
- Spanish—
 - Spanish Grammar—DEVITIS
- Geography—
 - Descriptive—BRIGHAM & MCFARLANE
 - Physical—MAUREY-SIMONS
 - Commercial—GANNETT, GARRISON & HOUSTON
- Geology—BLACKWELDER AND BARROWS
- History—
 - Ancient—ROBINSON AND BREASTED
 - Medieval and English—ROBINSON AND BREASTED
 - United States—MUZZY

Latin—

Caesar—KELSEY's Commentaries
Cicero—BENNETT
First Year in Latin—SMITH
Grammar—BENNETT
Virgil—BENNETT

Mathematics—

Algebra—MILNE
Arithmetic—HAMILTON, HULL
Geometry—SMITH
Solid Geometry—WENTWORTH
Trigonometry—GRANVILLE

Pedagogics—

History of Education—GRAVES
Methods—McMURRY, BAGLEY
School Management—HEWITT

Physics—MANN & TWISS

Laboratory Manual—CHUTE

Physiology—WALKER

Psychology—BETTS

Zoology—DAVISON



JAPANESE HOUSE

Courses of Instruction

REGULAR TEACHERS' COURSE ADOPTED BY THE BOARD OF PRINCIPALS

Students admitted to the First Year shall have a fair knowledge of arithmetic, reading, orthography, penmanship, United States history, geography, grammar, physiology, civics, and the elements of algebra to quadratics. Test by Faculty.

FIRST YEAR	Sixty minute periods	Forty-five minute periods
Algebra	120	160
Latin	120	160
School Management and School Law	120	160
Orthography	30	40
Reading and Public Speaking	40	50
Ancient and Medieval History	80	100
Physical Geography	40	50
Arithmetic	80	100
Grammar	120	160
Vocal Music	75	100
Physical Training	60	80
Manual Training or Domestic Science	40	50

SECOND YEAR	Sixty minute periods	Forty-five minute periods
Plane Geometry	120	160
Rhetoric, Composition and Classic	120	160
Botany	80	100
Zoology	40	50
Modern History and English History	80	100
Caesar	120	160
General Methods	120	160
Drawing	80	100
Physical Training	60	80
Civics	40	50

THIRD YEAR	Sixty minute periods	Forty-five minute periods
Psychology and Observation	120	160
Literature, English and American	80	100
History, U.S.	60	80
Geography	60	80
Physiology and School Sanitation	60	80
Methods in History and Geography	80	100
Chemistry	120	160
Physical Training	60	80
And one of the following: Cicero, French, Spanish, German, Solid Geometry and Trigonometry, Geology and Astronomy, Economics, or any two half units of Rural School Management, Methods of Teaching Special Subjects, Hand and Basketry Work.	120	160

FOURTH YEAR	Sixty minute periods	Forty-five minute periods
Practice Teaching.....	120	160
History of Education.....	80	100
Agriculture and Nature Study.....	80	100
Arithmetic.....	40	50
Grammar.....	40	50
Methods in Arithmetic and English.....	80	100
Public Speaking.....	40	50
Physics.....	120	160
Drawing.....	40	50
Manual Training or Domestic Science.....	40	50
Physical Training.....	60	80
Virgil, German, French or Spanish.....	120	160
or		
Sociology, Ethics and Rural School Methods....	120	160

Surveying or Methods of Music may be substituted for Sociology, Ethics, or Rural School Methods.

The above course is based on the "unit" plan as proposed by the Carnegie Foundation.

A "unit" represents a year's study in any subject in a secondary school constituting approximately a quarter of a full year's work.

This statement is designed to afford a standard of measurement for the work done in a secondary school. It takes the four-year High School course as a basis and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length and that the study is pursued for four or five periods a week; but, under ordinary circumstances, a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute periods or their equivalent. Schools organized on a different basis can nevertheless estimate their work in terms of this unit.

CONDITIONS OF ADMISSION, GRADUATION AND CERTIFICATION

Notice: The following regulations have been adopted by the Board of Principals and approved by the State Superintendents of Public Instruction. They, therefore, constitute the law governing these matters in all the State Normal Schools of Pennsylvania.

1. Properly certified graduates of approved Pennsylvania high schools of the first grade and city high schools as listed by the Department of Public Instruction shall be admitted to the third year of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

2. Properly certified graduates of approved Pennsylvania high schools of the second grade shall be admitted to the second year of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

3. Properly certified graduates of approved Pennsylvania high schools of the third grade shall be admitted to the first year of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

4. A person who desires to be admitted to the second or the third year without having previously attended an accredited high school must have a certificate of a commissioned Superintendent of Schools, showing that he has pursued the branches of the first year or the first and second years, with his standing in those branches, or must pass a satisfactory examination by the Faculty in said branches, or be conditioned in them. But the studies in which any one is conditioned under this rule or any one of the rules above shall not foot up more than 320 weeks.

5. If the Faculty of any State Normal School or the State Board of Examiners decide that a person is not prepared to pass an examination by the State Board, he shall not be admitted to the same examinations at any other State Normal School during the same school year.

6. If a person who has completed the State Board examinations required for admission to the classes of any year at any State Normal School desires to enter another Normal School, the Principal of the School at which the examination was held shall send the proper certificate to the Principal of the school which the person desires to attend. Except for the reason here stated, no certificate setting forth the passing of any studies at a State Normal School shall be issued.

7. Candidates for graduation shall have the opportunity of being examined in any higher branches, including vocal and instrumental music and double entry bookkeeping; and all studies completed by them shall be named in their certificate. Persons who have been graduated may be examined at any state examination in any higher branches, and the Secretary of the Board of Examiners shall certify on the back of their diplomas as to the passing of the branches completed at said examination.

8. A certificate setting forth the proficiency of all applicants in all the studies in which they desire to be examined by the State Board of Examiners shall be prepared and signed by the Faculty and presented to the Board. Studies that have been completed at a high school shall be distinguished by the words "high school" or the initials "H.S." A separate list of each class shall be prepared for the use of each examiner together with a separate list of students conditioned in any branch, with the branches in which they were conditioned, and the grades shall be indicated in every list where substitution is made or extra branches are taken. These lists shall be ready for the State Board before the examination begins.

9. No state examination shall be given to any student on part of a year's work unless the study is completed, but (except in the last year's examination) a student may be conditioned by the State Board of Examiners in not more than two subjects, covering not more than one period of work for a year. Accurate records of these conditions shall be promptly sent to the Superintendent of Public Instruction and the fact that the students thus conditioned have taken up such subjects and passed them by the faculty shall be certified to in writing to the State Board of Examiners before such students are admitted to another state examination.

10. Within fifteen days after the examination by the State Board at any Normal School, the Principal of the school shall send to the Department of Public Instruction a complete list of all who have taken advanced branches together with a list of these branches, also a list of those to whom diplomas and certificates were granted, and a list of those who passed the state examination in any year, naming the year.

11. Residence for the last two years shall be required of all students, except in the case of graduates of Four Years' Courses in colleges approved by the College and University Council, who may be graduated after one year's residence.

The Indiana Plan of Administering the Regular Teachers' Course

(1) The Indiana State Normal School has three terms—the Fall Term of 15 weeks, the Winter Term of 13 weeks, and the Spring Term of 12 weeks—a total of 40 weeks in the school year.

(2) The school makes use of the 60 minute hour which gives 55 minutes net for classwork. In the Freshman and Sophomore years, a portion of each period is given to supervised study. In the Junior and Senior years, the entire period is devoted to recitation and instruction.

(3) The morning sessions are from eight to twelve o'clock; afternoon sessions, from 1.30 to 3.30; Chapel daily from 1.00 to 1.25.

(4) Graduates of standard four year high school courses may reasonably expect to finish the Regular Teachers' Course in two years. Those with less preparation will have to spend a longer time. Students must file in the office all credentials on the basis of which they expect credits.

(5) Juniors and Seniors will be divided into groups on the basis of their elective subject or subjects. This arrangement is made as a convenience for programming students. It also has the advantage of informing the student as to just where he is in his course.

(6) All students are expected to devote 50 hours per week to class work and preparation.

(7) The following tabular statement shows the work in each subject for the several years and terms of each year. The figures in the three columns show the number of 60 minute class periods per week.

FRESHMAN YEAR

SUBJECTS	Hrs. Req.	Fall	Winter	Spring
Algebra.....	120		5	5
Arithmetic.....	80	5		
School Management and Law.....	120	3	3	3
Grammar.....	120	3	3	3
Orthography.....	30	1	1	1
Reading and Public Speaking.....	40	1	1	1
Vocal Music.....	75	5		
Physical Geography.....	40		4	
Manual Training or Domestic Science....	40			4
Latin.....	120	5	5	5
Ancient and Medieval History.....	80	2	2	2
Physical Training.....	60	3	3	3
Hours of Classwork per Week.....		28	27	27

SOPHOMORE YEAR

SUBJECTS	Hrs. Req.	Fall	Winter	Spring
Plane Geometry.....	120	3	3	3
Botany.....	80	3		3
Zoology.....	40		3	
Rhetoric, Composition and Classics.....	120	3	3	3
Modern and English History.....	80	3	3	
Civics.....	40			4
Caesar.....	120	5	5	5
General Methods.....	120	3	3	3
Drawing.....	80	2	2	2
Physical Training.....	60	3	3	3
Hours of Classwork per Week.....		25	25	26

JUNIOR YEAR

SUBJECTS	Hrs. Req.	Fall	Winter	Spring
Psychology and Observation.....	120	5	4	
Methods in History and Geography.....	80		1	5
Geography.....	60	5		
United States History.....	60		5	
Physiology and School Sanitation.....	60			5
Chemistry.....	120	3	3	3
Literature—English and American.....	80	2	2	2
Physical Training.....	60	3	3	3
Elective: (Select one).....	120	3	3	3
Cicero				
French I				
Spanish I				
Solid Geometry and Trigonometry				
Geology and Astronomy				
Primary Methods				
Grammar School Methods				
Hours of Classwork per Week.....		21	21	21

SENIOR YEAR

SUBJECTS	Hrs. Req.	Fall	Winter	Spring
Agriculture.....	80	2	2	2
History of Education.....	80	2	2	2
Public Speaking.....	40	1	1	1
Arithmetic.....	40	4		
Grammar.....	40		4	
Drawing.....	40			4
Methods in Arithmetic and Grammar....	80		4	4
Physics.....	120	3	3	3
Manual Training or Domestic Science (Double Periods).....	40	3		
Physical Training.....	60	2	2	2
Practice Teaching.....	120	3	3	3
Elective: (Select one).....	120	3	3	3
Virgil				
French II				
Spanish II				
*Sociology, Ethics and Rural School Methods				
Hours of Classwork per Week.....		23	24	24

*Surveying, or Methods of Music, may be substituted for Sociology, Ethics, or Rural School Methods.

The foregoing arrangement of the schedules makes it practically necessary for every student, at the beginning of the Junior Year, to choose his elective for the remaining two years of the course. A foreign language, if chosen, must be continued two years.

All students are required to complete the entire four year course in order to graduate. Graduates of four year high schools are credited on this course for work done in the high school, but such crediting cannot reduce below two years the time required in attendance. (See Rule 11, pg. 50, of this catalog.)

Analysis of the Regular Teachers' Course

The following brief statement of the work in the several subjects of the Regular Teachers' Course, as given by the several departments of instruction, gives information as to the scope and purpose of the work undertaken.

DEPARTMENT OF EDUCATION

MR. KEITH MISS ROBINSON
MISS ACKERMAN MRS. STILES
 MISS SPENCER

The general purpose of the Department of Education is to familiarize the students with the underlying principles of the education process, and to teach them the direct application of these principles in modern methods of instruction. Specifically, the foundation and elementary principles are presented in the Freshman year; special problems in school organization are studied in the Sophomore year; and these are applied in History and Geography in the Junior, and English and Arithmetic in the Senior year. Correlated with the direct pedagogy, Psychology is presented in the Junior and History of Education in the Senior year.

School Management: (Freshman Year) The purpose of this subject is to acquaint the student with the fundamental principles of school hygiene, of good order, of successful recitation work, of the relation of the school community, and to lay a foundation for further work and growth along educational lines. The course is given in the Freshman year.

School Law: During the Spring Term of the Freshman year the school law of Pennsylvania is studied.

Sophomore Methods: The work in the Sophomore year is a continuation of the pedagogy of the Freshman year. It deals with methods of school management rather than with specific methods of teaching a subject which are taken up later. The aims of the course are, first, to furnish the prospective teacher with a compendium of precepts that will aid him in the mastery of technique; secondly, to interpret these precepts in the light of accepted psychological principles; and, thirdly, to unite both precepts and principles into a coherent and fairly comprehensive system. The course continues throughout the year. Bagley's "Classroom Management" is the text used. Reference is made continually to other standard texts and to educational magazines.

Junior Methods in History and Geography: McMurry's books are used as texts. The State Course of Study for the elementary schools follows the course in history presented in the Report of the Committee of Eight to the American Historical Association; hence that Report is made the foundation of the presentation of plans for better work. Valuable aids are found in Johnson's Syllabus on the Teaching of History (published in Strayer's Brief Course in the Teaching Process), and in Winterburn's Methods in Teaching. In Geography, following the State Course of Study, use is made of Dodge's Syllabus on the Teaching of Geography (published in Strayer's Brief Course), of Redway's New Basis of Geography, and, for Nature study, of the Report of the Committee on industrial education in schools for rural communities to the National Council of Education, 1905.

Senior Methods in Arithmetic: The general aims of the course are to teach the historical methods of presenting the subject for the purpose of discovering their values and limitations, to sift out of the great mass of material the fundamental principles and problems that are of pedagogical importance, and to discuss modern plans for securing accuracy, speed, and alertness in the classroom. The instruction is based on Smith's "Teaching Elementary Mathematics," and Brown and Coffman's "How to Teach Arithmetic."

Senior Methods in English: This course includes instruction in the Aldine System of reading, Suzzallo's spelling, the art of story telling, methods in teaching literature, and methods in oral and written composition. No text is used.

History of Education: While we use as a basis for class work Graves' "Student's History of Education," we encourage outside reading along educational lines and discussions on ideals and theories, practices and problems of education. The general purpose of the History of Education in our school is to create an atmosphere in the classroom that awakens a desire to study the development and evolution of our present system; that broadens our students' horizon by making them familiar with the leading educational theories and systems of all times, which have influenced our present ideals and practice.

Psychology: In the presentation of the subject of psychology the instructors aim to follow three lines of interest. These are the dependence of the mind upon the nervous system; the distinctions between mental states, and the applications of the principles established by the science to one's own thinking and to the direction of the thoughts of pupils. The first and second of these lines of study have cultural value. They also have professional value, inasmuch as the facts considered form the scientific basis of educational doctrine. Psychology is a three-term subject and is presented during the Junior year.

Text: Bett's "The Mind and Its Education."

Primary Methods:

Grammar School Methods: In accordance with the action of the Board of Normal School Principals on Feb. 6, 1918, the Indiana State Normal School will organize and offer, beginning with September 1918, separate courses in Primary Methods and in Grammar School Methods. The purpose of these courses is to acquaint Juniors who know at entrance in what grades they desire to teach an opportunity to learn about the materials that are suitable, the organization of this material into teaching units, and the technique of presenting this material. These courses will not infringe upon those already offered.

Relation to the Training School: The Department of Education and the Training School are not two separate lines of interest. The methods presented in the classroom are those used in the training school, thus giving the student an opportunity to keep theory and practice in intimate relation.

DEPARTMENT OF ENGLISH

MISS LEONARD

MISS WOLLANGK

MISS SPROWLS

MISS SMITH

MISS NOBLE

The courses in grammar presuppose a foundation in language work. For those who are deficient in the simpler grammatical requirement A and B Grammar are given. These deal with the parts of speech and their common uses and with the simpler sentence forms.

In Grammar I a careful study is made of the uses and inflections of the parts of speech, including such forms as the infinitive and the participle. Frequent analysis of sentence is also given.

Grammar II deals with syntax. Much attention is given to the analysis and structure of sentences and to the agreement and government of words.

A thorough review of grammar is given in the Senior year. The study is considered in the light of all previous work, in both English and other languages.

Composition—Sophomore Year: The chief aim in the beginning of the course is to overcome the restraint that the student feels in translating his own thoughts and feelings into words. Later we work for accuracy and effectiveness in expression. These are secured by imitation of the best models, and by cultivating the student's taste and his appreciation for the best literature. Short themes in description, narration and exposition are required. A special study of the paragraph and of the sentence is made.

I Composition: In this course a thorough study is made of the structure of the sentence, the paragraph and the theme. Many short themes are required for the purpose of drill in freedom of expression. Special attention is given to punctuation and grammatical construction. The three principles of rhetoric—unity, coherence, and emphasis—are studied with reference to their value in good literature and application to the original work of the student. A brief course in the writing of business letters, letters of friendship, and formal notes is given.

Readings: Ancient Mariner, Arabian Nights.

II Composition: Longer monthly themes are required to give practice in the four forms of discourse. A thorough drill is given in the use of words and idioms. Figures of speech and prosody are carefully studied.

Readings: Tale of Two Cities.

III Classics: In this course masterpieces are studied from the standpoint of style.

Readings for 1918-1919: Selected Letters, Julius Caesar, Selections from Tennyson's Idylls, Silas Marner.

Literature—Junior Year: An attempt is made through lecture, outline, and recitation to point out the leading characteristics of each period in English and American literature, with the most important details of the lives of representative writers. The intimate connection of literature with the social, political, and intellectual life of the nation of which it is the product and expression is kept in mind. The aim of our brief course is not only to supply the student with knowledge, but also to refine his thought and feeling, to create a taste and enthusiasm for reading, and to leave him with some knowledge of principles by which he can determine what is best.

In connection with the lives of the authors there is a careful reading of various English and American masterpieces.

Reading and Public Speaking and Dramatics: Four or five full evening plays are presented during each year—the casts being chosen from the entire student body and therefore admirably adequate to most excellent amateur work in the drama. These plays serve as splendid examples of a form of entertainment so often attempted in every community.

Technique for coaching and presentation of plays are given in the public speaking class work, thus equipping the student to become efficient in directing dramatic work.

The more general aim of the department is to increase the student's store of interesting information, to increase his working vocabulary, to develop poise and abandon that he may clearly and convincingly express himself when speaking in public.

DEPARTMENT OF HISTORY

MR. WHITMYRE

MISS GREENLEE

United States History—Junior Year: The aim of the course in the Junior Year is to prepare the student to teach American History in the graded schools.

The inter-relation of Geography and History is carefully noted and the industrial, educational, and social growth is studied along with the political and constitutional growth. The work is supplemented by as much research in the library as is possible in the time allotted to the subject. Some attention is given to current history, this part of the work being done by means of special topics.

Ancient and Medieval History—Freshman Year:

Text Book: Outlines of European History—Robinson.

The aim in this department is not only to familiarize the student with historical facts, but also to develop the historical imagination. To accomplish this, constant reference is made to primary sources. A text book is used as the basis of study, but there is a considerable amount of collateral reading for every lesson. The student is required to draw maps frequently so that he may get a clear picture of those physical features that form the permanent framework of changing political boundaries and movement.

Modern and English History—Sophomore Year:

Text Book: Manual of English History—Lancaster.

The chief interest in the study of the History of England is found in its constitutional aspect. The English constitution is a product of the slow growth of the English people through several centuries. It has furnished a model for the constitutions of many other nations. In order to be in complete harmony with the environment, it is necessary for the American of today to understand the origin and growth of our social and political institutions and tendencies. In teaching English History, special emphasis is put on the fact that our American civilization comes largely from English beginnings.

Other modern European countries are studied in connection with the foregoing and by comparison.

Civics—Sophomore Year—One Term:

Text Books: Rights and Duties of American Citizenship—Willoughby. School Civics—Boynnton-Pierson.

The student is given some knowledge of the nature of political authority. He is led to an understanding of citizenship and government in general, before taking up the study of our complex government. The rise of the nation is considered. A study of the history of the constitutional convention is made. A review of the text of the constitution, the meaning of the terms employed, together with the historical incidents to which they refer, are made prominent. The framework of the government—both National and State—is examined.

DEPARTMENT OF MATHEMATICS

MR. J. C. SMITH

MR. GORDON

MISS STEPHENS

MR. WILEY

Arithmetic: The work in Arithmetic is designed to prepare the student for subsequent work in mathematics or for teaching in the public schools. It also gives him a practical knowledge of the subject and prepares him for business life. The subject is made clear through the use of concrete and practical problems.

The work in the subject of Arithmetic is approximately as follows:

First Year:

1. Drill in the fundamental operations with integers, decimals and fractions.
2. Denominate numbers, omitting tables that are not in common use.
3. Mensuration and surfaces.
4. Percentage and its application.
5. Interest, including discount.
6. Ratio and simple proportion.
7. Involution and evolution.
8. Drawing plans, plots and maps to scale.
9. Metric system.
10. Practical problems of all kinds.
11. Frequent reviews and drills.

Fourth Year:

1. Intensive study of arithmetical principles involved in the fundamental operations in integers, fractions, and decimals.
2. Practical mensuration.
3. Miscellaneous problems.
4. Drills demanding alertness and accuracy.
5. Oral work.
6. Emphasize the importance of good English in all solutions.
7. Metric System.
8. Study of banking, stock market, money and other sources of arithmetical problems.

Algebra—Freshman Year: The object of this course in Algebra is to give the student a thorough knowledge of the principles of elementary Algebra, and much work in practical applications thereof. This thoroughness of the course is desirable both for the students who expect to teach in the public schools and for those desiring to do advanced work. The work is planned to assist the student in the further study of mathematics and the study of the physical sciences. The cultural value of Algebra is recognized and the student is led to realize the beauties of the subject.

The work is approximately as follows:

1. Review of fundamental operations, including factoring.
2. Fractions, including ratio and simple proportion.
3. Simple equations with a study of graphs.
4. Involution and evolution.
5. Quadratic equations.
6. Radical equations.
7. Theory of exponents.
8. Binomial theorem.
9. Practical problems.

In order to complete this work in the time specified in the course, the student should have a full year's work in Algebra before entering. Quickness and accuracy of thought are predominant aims in the work.

Geometry: The required work in Geometry covers the ground outlined in Wentworth's Plane Geometry. Solid Geometry, which is elective in the junior year, is based on Wentworth's Solid Geometry.

The body of Geometrical truth is an organized structure, the careful study of which has ever been a stimulus and a discipline to those who have pursued it. The prospective teacher receives a training which is essential in his work as a teacher and in the pursuit of scientific studies. Among the mental and moral qualities which it is the aim of this course to develop are the following: Initiative, self-reliance, and the ability to cope with a new situation. The study of Geometry develops the habit of accurate reasoning, the habit of looking confidently for the solution of every problem, including those of everyday life of discriminating between the essential features of a problem and those which are not essential.

After a thorough study of the demonstrations of the author, the student takes up the demonstrations of the original exercise. With these he is able to deal, after a few suggestions; this gives him self-reliance and power and he proceeds confidently and accurately. Such a course as this gives the student a mind trained to meet the problems which confront the teacher.

Plane—Sophomore Year:

1. Study of the five books.
2. Correlate algebra, arithmetic and geometry.
3. Practical problems.

Solid—Junior Year—Elective: Continue the work of the preceding year. Make and use models and devote considerable time to practical problems based upon the demonstrations.

Trigonometry and Surveying—Electives: The Trigonometry is Plane Trigonometry. The work includes the study and use of logarithms, sufficient study of the triangle to prepare for Surveying, the development of the formulas and practical applications.

The term devoted to Surveying involves the study of the theory of Surveying, but the greater part of the work is actual practice in the field with surveyors' instruments. The students, after some elementary work, run boundary lines, keep notes of all work, and then reduce their observations.

An outline of the work follows:

Trigonometry:

1. Trigonometric functions.
2. The right triangle.
3. Goniometry.
4. Logarithms.
5. The oblique triangle.
6. Practical problems with field work.

Surveying:

1. Study of instruments for office and field work.
2. Land surveying.
3. Triangulation.
4. Leveling.
5. Railroad work.
6. City surveying.
7. Plotting, blue prints, copying, etc.

Higher Mathematics: If six or more desire it, a course in College Algebra, Analytic Geometry, or Calculus will be organized.

DEPARTMENT OF PHYSICS AND CHEMISTRY

MR. MARSH

MISS BLUE

The general purpose of the courses in Physics and Chemistry is to familiarize the pupils with the more important machines, pieces of apparatus, and processes needed in the modern state. The first step in securing this result is bringing the pupils into touch with machines, many of them familiar to the farm boy of the last generation but unknown quantities to our pupils. The pupils are required to describe these machines and pieces of apparatus in their own language, their vocabulary being enlarged as the occasion requires. The final step consists in bringing the pupils to see how the laws of physical science are illustrated by these machines and processes.

A reasonable degree of dexterity in the elementary processes of Physics and Chemistry is required.

Chemistry: Recitation work is supplemented by lectures by the instructor on the more abstract parts of the subject discussed in the text. These lectures, or talks, enable the instructor to keep in touch with the student's progress and to lead him into the subject as the best text is not able to do. Regular hours are assigned for laboratory work and the student's notebook is written up and examined. The laboratory is newly furnished and supplied with modern conveniences. Each student is supplied with a desk and the necessary apparatus to pursue his studies.

The aim of this course is to give the student some concept of the large part which Chemistry is playing in our industrial and social life, to impress on the student the value of the subject in bringing us in touch with the world's work in many fields, and to enable him to see the esthetic side of scientific truths. The fundamental character of Chemistry in Nature Study is made clear, and experiments are selected to aid him in teaching that subject. That Chemistry is a rapidly developing subject is kept in view, and references are made to its progress.

Physics—The course in Physics extends through the Senior Year. The aim is to cultivate a keen understanding and appreciation of common natural phenomena, and a deep sympathy for what is scientific in a scientific age.

The method used is to combine recitations with as much individual laboratory work as possible. Class demonstrations and practical problems in the different topics supplement and fix the theory. At least twenty-five experiments illustrative of fundamental principles are required. The experiments are performed individually by the student and carefully recorded in special notebooks.

The large and well-lighted laboratory has been planned and built along modern lines, and is equipped with new laboratory furniture and apparatus. The tables are provided with uprights and adjustable bars; and the apparatus comprises many costly pieces, while other pieces, though verifying fundamental laws, are yet so simple as to be easily duplicated by our graduates in schools lacking facilities, and in their teaching of Elementary Science and Nature Study.

DEPARTMENT OF NATURAL SCIENCE

MISS FORBES

MISS SYKES

MISS EYRE

It is the object of this department to secure to the pupil the distinctive advantages which result from correct science study. These we believe to be the power to observe quickly, clearly, and comprehensively, and the ability to deduce legitimate conclusions from the observations thus made. With these ends in view, it is the aim rarely to tell the pupil what he can find out for himself by observation or experiment.

The whole department is now in quarters designed especially for this kind of work. The laboratories are completely equipped with up-to-date laboratory furniture. Much new apparatus has been added to all the laboratories, greatly increasing the value of the work done in this department.

Geography—Courses:

Physical Geography. Freshman Year.
Botany and Zoology. Sophomore Year.
Political Geography. Junior Year.
Geology. Elective.

Text Books: Geography A.

Physical Geography: The student takes up the study of Physical Geography in the Freshman Year. In pursuing the study, the fact is kept in mind that the majority of the students have as yet little if any knowledge of Physics, Chemistry, etc., and therefore no attempt is made to burden their minds with those features of the study which they cannot grasp and understand. Yet, though the cause of certain important facts may be complicated as in the case of atmospheric circulation; or, unknown, as in the configuration of the continents and in the uplift and depression of the lands; and the consequences of other facts may be indirect or remote; nevertheless, these facts are so inherently physiographic that they are treated as fully as the circumstances will permit, leaving the more complex features for the student's later comprehension. In all this work, attention is frequently directed to the association of human conditions with the environment by which they have been determined, in order to form in the student the habit of looking upon the physical features of the earth in their relation to the progress and development of mankind.

During this term, sufficient time is put on Mathematical Geography to give the pupil a clear grasp of the elementary phenomena connected therewith.

The study of the text is illumined by such field work as is possible, by the use of pictures, diagrams, maps, globes, and the apparatus at hand.

Political Geography—Junior Year: The aim of this course is to ground the pupil thoroughly in the facts of Economic and Political Geography; to emphasize the importance of geographical environment and the power man has over his environment. Map-drawing is a constant feature of the work. The work is enriched, as much as possible, by pictures, specimens of various products of different countries, etc. Careful attention is paid to what might be called up-to-date geography, it being deemed worth while that the pupil should form the habit of keeping abreast of present geographical progress. The fact is kept constantly in mind that Geography and History should closely correlate, and therefore, in the study of the former, the pupil's attention is called to many facts and features which will serve to throw light upon the study of the latter.

Geology—Junior Year: In Political Geography we have studied the earth with regard to man's activities upon it—cities, farms, factories; in Physical Geography we have considered the earth as the home of man, and learned of its surface preparation for man's use; in Geology we go deeper, and study the origin of the world, its varying forms and its gradual evolution from primeval fire-mist to a stable foundation for man's multitudinous labors and investigations.

Science and Revelation unite in declaring the world to have been at first "without form, and void;" then that there gradually appeared the waters; then above these, lands arose to view; later came elementary life forms of plant and of animal life; finally, when all was ready, man, the master, entered upon his inheritance.

We first consider Geology physiographically, and review our Physical Geography study; then comes Lithological Geology, the examination of rocks and minerals and soils, their condition, structure and arrangement; next Dynamical Geology, treating of the causes of Geological events, of the forces which produce earth changes—atmosphere, heat, water, life, etc.; finally, Historical Geology, when earth's pages have been scanned to learn of the successive time stages when rock layers were laid, and plants, animals, and man appeared.

Botany—Sophomore Year: In the study of Botany an amount of textbook work sufficient to give the necessary technical terms and fundamental principles is required. But the greater part of the work consists in a close study of the types of the most important orders. Special attention is paid to structure and function as affected by environment, and to the inter-relations of the animal and plant worlds.

Large tables have been placed in the classroom where the pupils may perform their dissection and analysis under the guidance of the instructor.

The student is required to collect, analyze, classify and mount a number of specimens of local flora.

Notebooks are used in which the student keeps a faithful record of his observations and deductions.

Zoology—Sophomore Year: This biological subject is studied in much the same manner as Botany—recitation from text book; individual laboratory work taking up the larger type forms; and field work.

Each student makes his own dissections, keeps a faithful record of actual observations in notebooks, and mounts specimens. He is taught to infer habit from structure, and to see life relationships, and the economic value of our fauna.

Physiology and School Sanitation—Junior Year: Our students have seen few scientific experiments performed and have performed still fewer themselves. The method of teaching to which they have been accustomed is the didactic. These facts largely govern the mode of presentation. So far as the size of the class and the time available permits, the students perform the experiments themselves and draw their own conclusions. Here they are led to depend on their own eyes and fingers.

In the lectures and talks by the instructor to the students, the attention of the latter is drawn to the experiences of the race in the matter of food, drink, and raiment; and they are led to attach importance to the lessons which the race has learned in these matters. In all the work the cheerful sides of Physiology and Hygiene are emphasized and the morbid sides kept in the background. The needs of teachers in the schoolroom are kept constantly in the foreground.

DEPARTMENT OF LATIN

MISS CHAFFEE

MR. ARNTZ

The number of students preparing for college has steadily increased during the last few years. Vassar, Wellesley, Mt. Holyoke, Lafayette, Washington and Jefferson, Westminster, State, Michigan, Cornell, and other colleges have received students upon our certificate.

Latin—The Roman pronunciation is used.

In the Freshman Year, three terms are spent on Smith's Latin Lessons. There is constant drill in the Latin forms and inflections, and in the general principles of Latin syntax. It is desired that the student have a good knowledge of English before taking up this branch, since the idioms of the two languages are constantly compared.

In the Sophomore Year, three terms are devoted to Books I-IV of Caesar. Here, in addition to the literal and free translation of the text, there is constant drill in the derivation of words, and in the use and force of the cases, the modes, the tenses, the principles of indirect discourse, the periphrastic conjugation, etc. Some time is spent in a careful study of Caesar's life and of the Roman life of his time.

In the Junior Year, the same method of study is continued, making six orations of Cicero the basis; four against Catiline, Archias, and Manilian Law. The life of Cicero is also studied, together with the occasion of the delivery of each oration, and the historical facts connected with each. One lesson a week is devoted to Latin composition.

In the Senior Year, Books I-VI of Virgil's Aeneid are read. Besides the drill on the usual grammatical constructions, special attention is paid to the constructions peculiar to Latin poetry, to figures of speech, and prosody (metres and versification). The attention of the student is called to the fundamental difference in the character of English and Latin poetry. The mythological characters, the life of Virgil, and Latin composition are also studied.

SUMMARY

First Year:

1. Elements of grammar and vocabulary of at least 500 words—thorough preparation to read Caesar.

Second Year:

2. Four books of Caesar, with close attention to grammar and Roman history of the period

Third Year:

3. Cicero; six orations, with special attention to composition and English derivatives.

Fourth Year:

4. Virgil, six books; Composition; special attention to Mythology and poetic forms.

DEPARTMENT OF MODERN LANGUAGES

MISS BEARDWOOD

MR. ARNTZ

English is the most widely spoken language of the world. Spanish and French stand next in this comparison. The merits of the French language lie in the beauty, elegance, and precision of expression. He who masters this tongue has access to some of the choicest literature. Spanish has acquired of late a foremost rank in the curriculum of preparatory schools due to our political and commercial relations with Spanish America. It opens the field of intensely interesting and original literature characteristic of the people of Spain and of half of the American continent.

What is gained by the study of a foreign language?

The translation of any language requires a student to use his native tongue and thereby he becomes skillful in the use of it. The characteristics of a people's thought and nature are expressed by their language. "A man is a man as often as he knows a foreign language." The study of languages broadens and enriches the mind through contact with the customs and ideals of other peoples.

The object of this department is to give the student an introduction to German, French, and Spanish. Special attention is given to the salient points in grammar and the practical use of the spoken and written language. From the start the students are encouraged to converse in the foreign language they are studying and to write original prose compositions, in order to make their course in modern languages as practical as possible.

The students subscribe for the French magazine "Choses et autres," or the Spanish edition of the Pan-American Bulletin, published by the Pan-American Union. The students are also encouraged to read articles in such foreign weekly publications as "L'Illustration," and such essays in the National Geographic Magazine as deal with France, Germany, Spain or Spanish America, and to become familiar with foreign newspapers.

In the first year particular emphasis is laid on pronunciation, conjugation of verbs and on the essential principles of syntax. The second years' work consists of composition, advanced grammar and extensive reading. Poems of the best writers are committed and some time is devoted to exercises in dictation. The drill in conversation is based on the text used in class. These remarks apply to the entire department. A special term will be devoted to Spanish commercial correspondence.

The first year of French may be used as an elective in the Junior Year; the second year's work may be elected in the Senior Year.

French Texts: Guerber's *Contes et Legendes*; Bierman and Frank's *Conversational French Reader*. Fraiser and Squair's *Grammar* (for reference); Malot's *Sans Famille*; Halevy's *Un Mariage d'Armour*; Audoux' *Marie Claire*; Daudet's *La belle Nivernaise* or their equivalents.

Spanish Texts: DeVitis' *Spanish Grammar*, Waxman's *Trip to South America*, Giese's *Spanish Anecdotes*, Whitten and Andrade's *Commercial Correspondence*, selections from Cervantes, Lope de Vega, Echegaray, Valdes, Valera, Galdos, Becquer, or their equivalents; elements of Spanish and South American geography and history and general outline of Spanish literature.

DEPARTMENT OF AGRICULTURE AND MANUAL TRAINING

MR. JACKSON

Agriculture and Nature Study—Senior Year: "At the head of all sciences and arts, at the head of all civilization and progress, stands not militarism, the science that kills, not commerce, the art that accumulates wealth, but agriculture, the mother of all industry and the maintainer of human life."

The course in agriculture is designed to prepare the students for teaching in the public schools. Methods of presenting the subject are explained and many exercises are given which may be used in their work.

Practical work in the vegetable and flower garden is required. Field trips to farms are taken in order that the student may become acquainted with the regular work of the farm.

I. Course.

THE NATURE OF PLANTS.

Roots, stem, leaves, flower, fruit, seeds.

Propagation.

Seed, bulb, bud, graft, cuttings.

SOILS.

Origin, kinds, humus, moisture, drainage, tillage, improvement, fertilizers, manures.

FARM CROPS.

Cereals.

Corn, wheat, oats, rye, barley, buckwheat.

Forage.

Grasses, alfalfa, clovers, vetch, peas.

Tubers.

Potato.

II. Course.

DOMESTIC ANIMALS.

Horse.

Types of horses, breeds, care, age, feed, diseases, and remedies.

Cattle.

Types, breeds, care, feed, diseases, remedies, milk, testing of milk, cream and butter.

Sheep.

Types, breeds, care, feed, diseases.

Swine.

Types, breeds, care, feed, diseases.

Poultry.

Types, breeds, housing, feed, incubators, brooders.

III. Course.

FRUITS.

Apple, pear, peach, plum, cherry, and small fruits.

FORESTS.

GARDEN.

Cabbage, celery, onions, lettuce, radish, beets, carrots, cucumbers, melons.

FARM MANAGEMENT.

The choice of a farm.

Location of building.

Buildings.

Arrangement of fields.

Rotation of crops.

Farm records and accounts.

MANUAL TRAINING—FRESHMAN YEAR AND SENIOR YEAR

Manual Training is not, as some suppose, a study of the elements of certain trades; but a good course in Manual Training is invaluable as a preparation for any trade or profession. The object of the student in Manual Training is not so much to learn how to perform certain operations as it is to think and modify knowledge from any source and adapt and apply it to the work in hand in a practical and efficient manner. It is only those who can apply this knowledge thus that have received a satisfactory educational training, and the demand for this class of people as teachers and in all other lines of activity is greater than the supply.

The course in Manual Training requires the construction of such objects as will give the student a broad knowledge of the principles involved in wood construction and finishing. Each student is furnished with a blue print of the object to be constructed, thus correlating by application his Mechanical Drawing and Manual Training. After having satisfactorily completed the prescribed course of study, students are allowed to construct one large article of furniture, such as a table, a taboret, a magazine rack, a music cabinet, etc., particular attention being given to the matter of original design and workmanship in construction and finishing. The educational value of Manual Training is kept constantly in mind as the chief end and aim of the subject.

Basketry—Senior Year: The course in Basketry is designed to prepare the student for teaching in the public schools. It consists of both raffia and reed work. The students are required to finish baskets in the Navajo, Lazy Squaw, Maraposa and Samoan weave. In the reed work, a napkin ring, mat, and two baskets are required. Special attention is given to design.

DEPARTMENT OF DOMESTIC SCIENCE

MISS ROGERS

MISS BAUTER

“The secret of thrift is knowledge. Knowledge of domestic economy saves income. Knowledge of sanitary laws saves health and life.”

The home training of the daughter is one of the present day problems. During the public school period her mind is so occupied with school and school interests that there is little time or energy left for the practice of home duties. Without doubt our girls should learn to keep house; but how? When? All the education that is given them is inevitably for one purpose, home-making, and yet many of them never get an opportunity to study this all-important subject. In consequence they do not realize its importance and grow to dislike it. This very lack of ability to grasp the home-making problem is a cause for a large proportion of the unhappiness and discontent of their future lives.

The course offered in Domestic Science at the Indiana Normal School tends to cultivate an enthusiasm for home-making and to elevate it to its rightful place as the highest and noblest of the Arts.

The Freshman work of the regular course is divided into two parts—Cookery and Sewing.

Cooking: The aim of this course is to give the student the principles of the selection and preparation of food, a study of protein, carbohydrates, and fats, with the effect of heat on them and ways of cooking them; a study of meats and vegetables, with a comparison of animal and vegetable foods and ways of preparing and combining them; the cost of food in relation to its composition; different functions of food in the body; laboratory work involving all the common processes of cookery, with the preparation and serving of simple meals.

Sewing: The aim of this course in sewing is to give practical understanding of the uses of the various stitches and seams through the making of simple articles by hand. Machine work is begun on simple articles which will give practice in straight stitching.

In the Senior Year the work is carried forward on the lines indicated above, the purpose being not only individual advancement, but also the development of ability to assist the teacher of cooking and sewing in the grades and to incite girls in the public school to assume a helpful attitude toward the work of the home.

DEPARTMENT OF PHYSICAL TRAINING

MISS EYRE

MISS ROSE

The aim of this department is three-fold; educational, hygienic, recreative. The course is outlined to prepare students to teach this subject in public schools.

The work consists of indoor and outdoor exercises. Indoor work includes running, military tactics, drills with hand apparatus, esthetic and folk dancing, gymnastic games and basketball. Hockey, basketball, tennis and field athletics are enjoyed on the campus.

The basketball team is a feature of this department. They play a number of games with other schools during the season.

The young ladies and gentlemen meet in separate classes weekly for dancing lessons, where all the standardized, modern dances are taught, if there is no parental objection.



AFTER CLASS

The Training School

SCOPE AND FUNCTION OF THE TRAINING SCHOOL

The training department consists of a school of about two hundred and fifty children. These are carefully divided into eight grades corresponding to the grades of the most approved elementary schools of the country, and an advanced class composed of those who have completed the regular Model School Course and are prepared to take up the work of the ninth grade.

The regular work of the school is systematically supervised by trained and experienced critic-teachers. They are responsible for the progress of the children and the training of the pupil-teachers. The special work in music, drawing, domestic art, and manual training is under the direction and control of specialists in these branches.

The training school is the heart of the Normal School. Its purpose is to afford the members of the Senior Class an opportunity to put into practice the principles of education which have been emphasized throughout the entire course, to send them out with a very practical knowledge of the theory and art of teaching, and with the confidence and judgment which arise from actual experience in the schoolroom.

To this end each candidate for graduation is required to teach at least two terms satisfactorily in the Model School. The work is so arranged that experience is gained in both the primary and grammar departments.

Students begin their observation and practice work in the Senior Year. A class numbering from fifteen to twenty children is assigned to each for a period of twelve or fifteen weeks. The Seniors then report to the critic-teacher to whose department their work belongs. Instructions are given with regard to the general management of the class, the work to be covered, use and care of materials, methods to be employed, hours for criticism, and the various duties incidental to the actual teaching.

The pupil-teachers are required to write plans for the daily lesson. These plans are submitted to the critic-teachers and are carefully examined and corrected the day before the lesson is presented. They are written in accordance with the following outline:

- | | |
|------------|---------------------------|
| 1. Aims | II. Illustrative Material |
| a. General | III. Basis |
| b. Special | IV. Subject Matter—Method |

The plans should show most clearly that the teacher understands the child, his interests, capacity and limitations. They should show that she understands the subject to be taught and the end and aim in presenting it. They should indicate that she is acquainted with the child's past experience and properly appreciates his fund of ideas. Fertility in illustration and device, skill in questioning and thoroughness in drill should mark both plan and presentation.

Seniors who are teaching are required to meet their critic-teacher for general criticism one period a week. In this criticism class, general topics relative to the work are discussed, general mistakes are noted, reading along professional lines is assigned, and the various problems of the schoolroom are talked over.

In addition to the criticism class, appointments are made for individual criticism, the critic-teachers reserving Saturday afternoons and the hours between 3:30 and 4:30 each day for this purpose. At these times, criticism may be more pointed and personal. The endeavor will be to establish such a relation between the pupil-teacher and the critic that errors and faults may be discussed most freely and without any misunderstandings as to motive. It is, however, as much the duty and desire of the critic-teacher to discover and develop latent power and ability as to note and correct faults in personality and pedagogy.

The Music Courses

The Conservatory of Music is well equipped for the work which it undertakes. It has a superior teaching force. In this general catalog only brief mention is made of the various lines of work offered. Those who are interested should write for details and special bulletin to

Director of Normal Conservatory,
Indiana, Pa.

There are two general types of courses in music given at Indiana, viz.: Public School Music Courses, and Collegiate Courses.

There are two courses in Public School Music—a Two-Year Course, and a Three-Year Course, the purpose of each being the preparation of teachers of music for the public schools. While the best results in music training cannot be attained in less than three years, it is nevertheless true that in the present emergency there is such a demand for teachers that many students who have only two years of study are able to obtain excellent positions. For those who prefer a shorter course, the Normal Conservatory offers this Two-Year Course; the training is thorough and adequate for the ordinary Music Supervisor, and will meet the need of many students who are unable to spend a longer time in preparation.

TWO-YEAR COURSE

First Year	Second Year
Piano.....2	Piano.....2
Voice.....2	Sight-Singing.....2
Sight-Singing.....2	Dictation.....1
Dictation.....1	Theory (Modulation).....2
Theory (Chords).....2	Methods.....4
Melody-Writing.....1	Observation.....5
Psychology.....2-3	History of Music.....2
Physical Culture.....2	Pedagogy.....2-3
Chorus.....1	Practice Teaching.....1
*English	Physical Culture.....2
*Modern Language	Chorus.....1
*Violin	*English
*Organ	*Modern Language
	*Violin
	*Organ
	*Voice

*Elective with permission of the faculty.

Three years of preparation in Public School Music give to the average student a splendid combination of technical equipment, mature musicianship, and professional experience which enable him to take a position of leadership in his profession, and to feel himself prepared for any work which a school music teacher can be called upon to perform. We advise this course for all students who wish the fullest possible training for a lifework as a professional musician.

THREE-YEAR COURSE

First Year	Second Year
Piano.....2	Piano.....2
Voice.....2	Sight-Singing.....2
Sight-Singing.....2	Dictation.....1
Dictation.....1	Theory (Modulation).....2
Theory (Chords).....2	Methods.....2
Melody-Writing.....1	Observation.....5
Psychology.....2-3	History of Education.....2-3
Physical Culture.....2	Physical Culture.....2
Chorus.....1	Chorus.....1
*English	History of Music.....2
*Modern Language	*Voice
*Violin	*English
*Organ	*Modern Language
	*Violin
	*Organ
Third Year	
Piano.....2	Folk Dancing.....2
Theory (Analysis).....2	Art History.....2
Counterpoint.....1	*Voice
Orchestration.....1	*English
Methods.....2	*Modern Language
Practice Teaching.....5	*Violin
Pedagogy.....2-3	*Organ
Chorus-Conducting.....1	

COLLEGIATE COURSE—FOUR YEARS

Collegiate Course—Four Years: While it is natural for a Normal School to emphasize the opportunities afforded in Public School Music, it is nevertheless true that many students, after a year or two of study, show marked talent as singers or instrumentalists. For them the field of concert work, or the teaching of some special musical subject offers opportunities which are exceptionally attractive to the well-prepared teacher. The Normal Conservatory presents to such students a four-year course, which is so correlated with the courses described above that a student can change from one to the other without serious loss of time, and which puts especial emphasis on the student's artistic development as a player or singer.

PIANO

First Year	Second Year
Piano.....2	Piano.....2
Voice.....2	Theory (Modulation).....2
Sight-Singing.....2	Sight-Singing.....2
Dictation.....1	Dictation.....1
Theory (Chords).....2	Music History.....2
Melody-Writing.....1	General History.....5
Psychology.....2-3	Modern Language.....
Physical Culture.....2	Chorus.....1
Chorus.....1	*Voice
*English	*Violin
*Modern Language	*Organ
*Organ	
*Violin	
*Elective with permission of the faculty.	

PIANO—Continued

Third Year	Fourth Year
Piano.....2	Piano.....2
Theory (Analysis).....2	Theory (Form).....2
Accompanying.....2	Organ.....1
Art History.....2	Ensemble.....1
Modern Language.....2	Esthetics.....1
Counterpoint.....1	Teaching Methods.....1
Orchestration.....1	Modern Language.....
*Organ	*Violin
*Violin	*Voice
*Voice	

VOICE

First Year	Second Year
Piano.....2	Voice.....2
Voice.....2	Theory (Modulation).....2
Sight-Singing.....2	Sight-Singing.....2
Dictation.....1	Dictation.....1
Theory (Chords).....2	Music History.....2
Melody-Writing.....1	General History.....5
Psychology.....2-3	Modern Language.....
Physical Culture.....2	Chorus.....1
Chorus.....1	Piano.....2
*English	*Organ
*Modern Language	*Violin
*Organ	
*Violin	

Third Year	Fourth Year
Voice.....2	Voice.....2
Theory (Analysis).....2	Theory (Form).....2
Chorus.....1	Esthetics.....1
Art History.....2	Ensemble (Vocal).....1
Modern Language.....	Teaching Methods.....1
Counterpoint.....1	Modern Language.....
Orchestration.....1	*Piano
*Piano	*Violin
*Violin	*Organ
*Organ	

VIOLIN

First Year	Second Year
Piano.....2	Violin.....2
Voice.....2	Theory (Modulation).....2
Sight-Singing.....2	Sight-Singing.....2
Dictation.....1	Dictation.....1
Theory (Chords).....2	Music History.....2
Melody-Writing.....1	General History.....5
Psychology.....2-3	Modern Language.....
Physical Culture.....2	Chorus.....1
Chorus.....1	*Voice
Violin.....2	
*English	
*Modern Language	
*Elective with permission of the faculty.	

VIOLIN—Continued

Third Year	Fourth Year
Violin.....2	Violin.....2
Theory (Analysis).....2	Theory (Form).....2
Ensemble.....1	Esthetics.....1
Art History.....2	Ensemble.....1
Modern Language.....	Teaching Methods.....1
Counterpoint.....1	Modern Language.....
Orchestration.....1	*Piano
*Piano	*Voice
*Voice	

ORGAN

First Year	Second Year
Piano.....2	Organ.....2
Voice.....2	Theory (Modulation).....2
Sight-Singing.....2	Sight-Singing.....2
Dictation.....1	Dictation.....1
Theory (Chords).....2	Music History.....2
Melody-Writing.....1	General History.....5
Psychology.....2-3	Modern Language.....
Physical Culture.....2	Chorus.....1
Chorus.....1	Piano.....2
*English	*Voice
*Modern Language	*Violin
*Violin	
*Organ	

Third Year	Fourth Year
Organ.....2	Organ.....2
Theory (Analysis).....2	Theory (Form).....2
Piano.....1	Piano.....1
Art History.....2	Ensemble.....1
Modern Language.....	Esthetics.....1
Counterpoint.....1	Teaching Methods.....1
Orchestration.....1	Modern Language.....
Accompanying.....2	*Violin
*Violin	*Voice
*Voice	
*Elective with permission of the faculty.	

ENTRANCE REQUIREMENTS

Entrance to all regular music courses requires:

1. Six years (total) of English, Latin, and Modern Languages.
2. One year in History.
3. Three years (total) in Science and Mathematics.
4. A background of musical experience that cannot be definitely stated but which is, nevertheless, a condition of successful work.

Special students, not meeting these requirements but qualified to profit by the work offered at the school, may be admitted for special work.

STATEMENT OF EXPENSES (REGULAR BOARDING STUDENTS)

	Full Year 40 Wks.	Fall Term 15 Wks.	Winter Term 13 Wks.	Spring Term 12 Wks.
Board, Room, Laundry, and Term Fees	\$240.00	\$90.00	\$78.00	\$72.00
Tuition—all Music Courses	200.00	73.00	65.00	60.00
*Deduct from Tuition for all persons preparing to teach	80.00	30.00	26.00	24.00
Net Tuition for those preparing to teach	120.90	45.00	39.00	36.00
Class Lessons in any theoretical subject	15.00	5.00	5.00	5.00
Piano Rental, one sixty minute period per day	12.00	4.00	4.00	4.00
Organ Rental, two sixty minute periods per week	12.00	4.50	3.90	3.60
Pedal Piano Rental, one sixty minute period per day	12.00	4.00	4.00	4.00
SPECIAL STUDENTS				
In Voice or any Instrument:				
One lesson per week	40.00	15.00	13.00	12.00
Two lessons per week	80.00	30.00	26.00	24.00

Special students in Music taking two lessons per week are credited with the Day Student Fee of \$7.00 and are given the privileges of regular boarding students. Special students in Music taking only one lesson per week are credited with the Day Student fee of \$7.00, but are not given the privileges of boarding students. Boarding student privileges are attendance at lectures, concerts, athletic games, and the Saturday evening dances. Only boarding students, Day Students paying the \$7.00 Term Fee, and Special Music Students taking two or more subjects are given these privileges.

Note: No reduction will be made to regular students for lessons lost except in case of protracted illness.

Special students are charged only for lessons actually received by them.

***Free Tuition:** The State pays the tuition of students who comply with the conditions set forth in the following statute passed by the Legislature of Pennsylvania in 1905.

“For each student 17 years of age, who shall sign an agreement binding said student to teach in the common schools of this State two full annual terms, there shall be paid the sum of two dollars a week in full payment of the expenses of tuition of said students.

“Provided, That each student in a State Normal School, drawing an allowance from the State, must receive regular instruction in the science and art of teaching in a special class devoted to that subject for the whole time for which such an allowance is drawn.

“In the case of a deficit in the State appropriation, students at the different State Normal Schools will receive their pro rata share of the appropriation, and will be required to pay balance to the school.”

The Commercial Department

There are three Commercial Courses given by the Indiana Normal School:

- I. The Course for the Preparation of Teachers of Commercial Work in High Schools.
- II. The Course in Bookkeeping.
- III. The Course in Shorthand and Typewriting.

I. THE COURSE FOR THE PREPARATION OF TEACHERS OF COMMERCIAL WORK IN HIGH SCHOOLS

There is a great and growing demand for teachers of commercial subjects in high schools due to the rapid increase in the number of high school students and to the recognition of the value of the study of commercial subjects. The war has created an unprecedented demand for clerical assistance. This governmental demand only increases the total demand for persons who are well qualified in the various lines of commercial work. Those who finish our course for the preparation of teachers are qualified in an exceptional way for office work of all kinds. The demand for teachers in these lines has for years been greater than could be supplied. There is no career open to a young person that offers greater certainty of employment or greater opportunities for advancement than the commercial field.

For those who desire to become teachers of commercial work, the following course is offered.

JUNIOR YEAR

SUBJECTS	Fall	Winter	Spring
Bookkeeping, Elementary.....	5	..	..
Bookkeeping, Wholesale.....	..	5	..
Cost Accounting.....	..	..	5
Commercial Arithmetic and Rapid Calculations	5	5	5
Shorthand.....	5	..	5
Typewriting.....	5	5	5
English Composition.....	2	2	2
General Methods of Teaching.....	3	3	3
Penmanship.....	3	3	3
Hours of Classwork per Week.....	28	28	28

SENIOR YEAR

SUBJECTS	Fall	Winter	Spring
Accounting and Auditing.....	3	3	3
Banking and Finance.....	2	2	2
Salesmanship.....	5	..	..
Commercial Law.....	..	5	..
Economics.....	..	..	5
Shorthand.....	5	5	5
Typewriting.....	5	5	5
Secretarial English.....	5	5	..
Commercial Correspondence.....	..	..	5
Psychology and Special Methods.....	3	3	3
Hours of Classwork per Week.....	28	28	28

Entrance to the aforesaid course is based on graduation from an accredited high school or its equivalent.

A rigid test in commercial spelling will be given just before the close of the Fall Term of the Junior Year. Those who do not pass this test will be required to take commercial spelling thereafter until their ability to spell is approved.

II. THE COURSE IN BOOKKEEPING

This is a one-year course designed to prepare young people for clerical positions not demanding stenographic ability. An analysis of the course by terms is presented herewith.

SUBJECTS	Fall	Winter	Spring
Bookkeeping, Elementary.....	5	..	..
Bookkeeping, Wholesale.....	..	5	..
Cost Accounting.....	..	..	5
Commercial Arithmetic and Rapid Calculations	5	5	5
Salesmanship.....	..	..	5
Grammar and Composition.....	5	5	..
Commercial Correspondence.....	..	..	5
Penmanship.....	3	3	3
Spelling.....	5	2	2
Commercial Law.....	..	5	..
Typewriting.....	5	5	5
Hours of Classwork per Week.....	28	30	30

III. THE COURSE IN SHORTHAND AND TYPEWRITING

This is a one-year course designed to prepare young people for positions in which stenographic ability is necessary. It is impossible in one year's time for a student to become expert, but in this time substantial progress along right lines can be made so that, at least, one may profit by his mistakes.

The following tabular arrangement shows the work of this course.

SUBJECTS	Fall	Winter	Spring
Shorthand.....	5	5	5
Typewriting.....	5	5	5
Grammar and Composition.....	5	5	..
Commercial Correspondence.....	..	..	5
Spelling.....	5	2	2
Dictation.....	..	5	5
Arithmetic.....	5	5	..
Salesmanship.....	..	..	5
Penmanship.....	3	3	3
Hours of Classwork per Week.....	28	30	30

The tuition in courses II and III is \$2.00 per week, or \$80.00 per year. This tuition exempts Commercial Students from all extra fees for subjects in the Commercial Course. If one is preparing to teach he may, if seventeen years of age or over and pursuing professional studies, have his tuition paid by the state. If this is done by a Commercial Course student, he then becomes liable for an extra charge of fifty cents per week and one dollar a term as typewriter rental.

The Indiana State Normal School teaches Graham Standard Phonography. This system is used by nearly one-half of the professional shorthand writers in the United States. Its superiority over other systems that are advertised as "easy to learn" lies in the fact that the student may push forward to any desired ease of acquisition a system that will not become an obstruction to a student's progress.

We make use of the H. W. Rowe "Bookkeeping and Accountancy" and its accompanying budget systems. In this series, a student at first keeps the most practical books of original entry, is advanced step by step to all the work of a bookkeeper, masters the principal accounts in their applications, and gains proficiency in all the calculations pertaining to the work of a bookkeeper. After these fundamental things have been mastered, it is easy for the student to advance to any special form of accounting desired, such as Farm Accounting, Lumber Accounting, Cost Accounting, etc. This naturally prepares the student for Banking. The work in banking is performed by the student, so that what he reads is supplemented by what he has learned by doing. Adding machines are made use of in the more advanced work in bookkeeping.

Filing systems are taught practically in connection with the several Commercial Courses.

In the Shorthand and Typewriting work, students are prepared for the work of amanuensis, private secretary, and reporter. Dictation grows into correspondence. Our courses are purposely made strong in English so that students may have the power to compose a letter on any particular matter without dictation.

It is also our endeavor to familiarize our students with the fundamental facts of Commercial Law and to stress, as opportunity is available, the study of Commercial Geography.

For detailed and specific information, address:

Head of Commercial Department,
C⁷ State Normal School,
Indiana, Pa.



CAMPUS SCENE

The Domestic Science Department

This department provides the work in Domestic Science that is required in the Regular Teachers' Course, and, in addition, offers a strong course for the training of teachers of Domestic Science in grammar grades and high schools. This is a technical course devoted entirely to specific preparation for teaching Domestic Science.

The completion of fifteen units of high school work is required for entrance. Those with less preparation will have to make up the deficiency before beginning the Domestic Science Course or take some preparatory studies and only a few of the Domestic Science subjects. Because of the large amount of laboratory work required in the course, there are practically no vacant school hours on a student's program.

Those who finish the course take the State Superintendent's examinations in Cooking, Sewing, and Pedagogy to obtain their teaching licenses. If one desires the Diploma of the school and all of the Domestic Science Course, she will need to plan for more than three years beyond high school graduation.

The Domestic Science Teachers' Course follows:

JUNIOR YEAR

SUBJECTS	Fall	Winter	Spring
Plain Sewing	8	..	..
Undergarment Making . . . . .	..	8	..
Handwork and Textiles . . . . .	..	..	8
Food Study and Principles of Cooking	8	8	..
Cooking and Sewing . . . . .	..	..	8
Physiology and Personal Hygiene	4	..	..
Drawing and Costume Design . . . . .	..	4	4
Psychology and Observation	3	3	3
Food Chemistry	3	3	3
Gymnastics	2	2	2
Hours of Classwork per Week	28	28	28

SENIOR YEAR

SUBJECTS	Fall	Winter	Spring
Dressmaking	8	8	..
Child Sewing . . . . .	..	..	8
Planning and Preparation of Meals— Dietetics	8	..	..
Special Cookery and Dietetics . . . . .	..	8	..
Lunch Room and Invalid Cookery . . . . .	..	..	8
Household Management	5	5	..
Household Bacteriology . . . . .	..	..	5
College English	5	5	5
Practice Teaching	2	2	2
Hours of Classwork per Week	28	28	28

A brief statement of what is done in each course is presented herewith in order that prospective students may understand the character of the work offered.

JUNIOR YEAR

Sewing: (Plain Sewing—Fall Term)

This course includes practice in the following: The use and care of sewing machines and attachments, the making of fundamental stitches, the use of commercial patterns, hand and machine sewing applied to simple garments, knitting, crocheting, darning, patching, and the making of buttonholes. (Students provide materials subject to the approval of instructor and keep an account of the exact cost of all articles.)

Undergarment Making: (Winter Term)

This course gives practice in applying the various stitches, etc., to undergarments. Special attention is given to the cutting, fitting, and designing. (Very little time is spent in drafting as the commercial pattern is used almost entirely in most homes.) Work is given in adjusting the commercial pattern to the size desired by studying the lines and a pattern is used as a guide from which many styles and garments are made. Both plain and dainty underwear is made with stress placed on the technique.

Handwork and Textiles: (Spring Term)

This course includes practice in various kinds of embroidery, as French embroidery for underwear, waists, and household linen, and various specialized decorative stitches and trimmings, and also the application of the same to suitable materials.

A study is made of the primitive forms of the textile industry, the present methods, and the properties and values of cotton, wool, silk, and linen—the variations of weave in regard to beauty and strength and includes estimates of the family budget for clothing.

Food Study and Principles of Cookery: (Fall and Winter Terms)

All students pursuing courses in the department of foods and cookery are requested to wear white or light wash dresses, long plain white apron with bib (for laboratory only).

The purpose of this course is to develop skill in the technique of cookery by means of a systematic introduction to the principles and processes involved in the preparation of the food materials. The course considers the adaptability of utensils, the quantitative and qualitative study of fuels and apparatus, and the present war conditions, in connection with the principles which apply to the cooking of food, and the relative composition.

Home Cookery and Table Service: (Spring Term)

The course gives opportunity for studying the food consumed by the average individual and the study of ill health of many due to wrong selection of food. Work in planning and cooking breakfasts, luncheons, dinners, and suppers to meet the demands of the human machine. Substitute dishes, methods of preparation, garnishing and serving with special stress on the methods in homes where no domestic help is employed, and cost must be considered.

Physiology and Personal Hygiene: (Fall Term)

This course considers fundamental facts and principles concerning the human body in relation to health and general efficiency. The topics include prevention of disease, treatment of emergencies, improvement of health by hygienic means and relation of right living to personal character, conduct, and to social ethics. In addition, a study is made of the organs of the human body.

Drawing and Costume Design: (Winter and Spring Terms)

This course includes a survey of ancient Grecian and Modern French costumes as compared with those of the present day, and aims to give practical work in designing costumes and making fashion illustrations.

Psychology and Observation: (Fall, Winter, and Spring Terms)

The course is designed to trace the development of educational thought and practice as determined by social, political, economic, and religious conditions. Stress is laid on the present day problems in the public schools. Time is also given to observation of classroom methods.

Food Chemistry: (Fall, Winter and Spring Terms)

This includes the study of the following topics: Water, composition, analysis and purification; liquid and gaseous fuels; hydrocarbons; alcohol, acids, etc.; examination of fruit products; carbohydrates—simple properties, saponification, etc.; proteins: examination of eggs, meat, gelatine, milk, cheese; baking powders, tea, coffee, cocoa, and work on adulteration and substitution.

Gymnastics: (Fall, Winter and Spring Terms)

This course deals with the place and function of the game, simple gymnasium exercises, such as are suitable for the classroom and playground. The hygienic, corrective, and educational effects of exercises are given as a means of further promoting general health of the students.

SENIOR YEAR**Dressmaking:** (Fall and Winter Terms)

This course gives practice in simple designing, drafting, cutting, and fitting of patterns. It includes the cutting and making of an unlined cotton dress, a wool skirt, tailored waist, embroidered chiffon waist, and work on afternoon and evening dresses and aims to give the student skill by practice in draping and handling such materials as chiffon and silks.

Planning and Preparation of Meals and Dietetics: (Fall Term)

In this course attention is given to a comparative study of recipes and the cost of materials involved with special emphasis on combinations suitable for meals. It deals with the principles of human nutrition under varying physiological, economic, and social conditions, with requirements of the individual in health and disease throughout infancy, childhood and adolescence, adult life, and old age, with regard to digestibility, energy value, and ash and protein requirements. Problems in dietaries for different ages and conditions are worked out concretely.

Special Cookery and Dietetics: (Winter Term)

The study of dietary standards is continued and the preparation of food is placed on a scientific basis and the aim is to systematize methods of work with special stress on the catering for special occasions. A broad survey of the nutritive value of foods and nutritive requirements of the body is considered with regard to the present day food conservation.

Lunch Room and Invalid Cookery: (Spring Term)

In this course attention is given to the quantitative aspect of cooking processes. It is designed to give practice in handling materials in large quantities for the large family, school lunch room, restaurants, and a study is made of the minimum cost of luncheons considered with reference to the demands of the cafeteria and the school, and a study is made of conditions in the school dining room. The invalid cookery is a separate unit concerned with the preparation and serving of dishes for the sick and convalescent, and some time is devoted to the study of the care and feeding of infants.

Household Management: (Fall and Winter Terms)

A course for applying scientific and economic principles to the problems of the modern housewife, and discussing both from the ideal and practical point of view such topics as: Income as determining the type of household, the budget and its apportionment, the choice of a dwelling, moving and settling, house furniture, utensils, appliances, decoration, supplies, clothing, maintenance, cleaning, repairs, household service, apportionment of time, household accounts, the household and commercial laundry, and home life.

Household Bacteriology: (Spring Term)

This course deals with bacteria, molds, yeasts, and other micro-organisms, selecting for most attention the forms which affect everyday life. The bacteriological problems of personal and public hygiene and sanitation are included. Many of the studies involve important problems of home economics.

Practice Teaching: (Fall, Winter and Spring Terms)

All the work in this course is given for students who intend to teach and the work is so arranged that each student has practice work in the model Training Department during the entire senior year. Both cooking and sewing are given in the fifth, sixth, seventh, eighth and ninth grades.

The Normal Art Course

In addition to the drawing required in the Regular Teachers' Course, the Indiana State Normal School offers a Normal Art Course for the purpose of preparing teachers of drawing in public schools—including both the work of direct teaching and of supervision in the grades and in the high school. We agree fully with Walter Scott Perry, who says:

"Teachers having a superficial grasp of the principles governing art education, ready to float hither and thither as the current leads them, should not be given power to try experiments on children, thus exerting not only a harmful influence upon the individual but indirectly upon his environment as well."

We also believe that:

"Art is not a thing having a separate existence; it is not merely a costly exotic, cultivated only by the wealthy few, and intended to please a narrow circle of highly refined people; not this, but a blossoming of the universal nature of man, a natural outcome of every age, every stage of civilization, every condition of life."

The course of instruction includes:

1. Elementary Book-Making and Binding.
2. Cardboard Construction.
3. Weaving, Netting, and Knotting.
4. Leather Work.
5. Basketry.
6. Manual Training (Elementary Wood Work.)
7. The History of Painting.
8. Methods, Observation, and Practice Teaching under Supervision and Criticism.
9. Planning a Course of Study in Drawing and Applied Arts for the Elementary and High Schools.
10. Advanced Drawing (two periods daily throughout the course) including work in the following:
 - a. Nature Work in the different mediums.
 - b. Freehand perspective.
 - c. Pencil sketching.
 - d. Light and shade.
 - e. Still life.
 - f. Modeling.
 - g. Lettering.
 - h. Historic ornament.
 - i. Figure drawing.
 - j. Interior decoration.
 - k. Costume designing.
 - l. Design and composition.
 - m. Block wood printing and stenciling.

CONDITIONS OF ADMISSION:

1. Normal School graduates are admitted without condition and may be able to complete the course in one year.
2. Graduates of four-year high schools are admitted without condition and may reasonably expect to finish the course in two years.
3. Graduates of high schools having less than four years of work and teachers of experience and admitted with the necessary conditions to bring them up to the standard required for entrance without condition.

4. Students with decided talent in art, normal school students who have finished the elementary drawing of the regular course or its equivalent, and others who may desire to take some of the work offered for their own personal satisfaction, may enroll as Special Students.

It is stongly advised that those who desire to specialize in drawing with the idea of teaching it in public schools should plan to complete the Regular Teachers' Course, as well as the special drawing course, because by doing this they will clearly understand the relation of the work in drawing to the whole round of the child's interests and to his other work in school.

For fees, expenses, etc., see page 42.

FIRST YEAR

SUBJECTS	Fall	Winter	Spring
Methods	3 ³ / ₄	3 ³ / ₄	3 ³ / ₄
Book Binding—Leather Work	3 ³ / ₄	...	...
Drawing I and II . . . . .	...	4	4
Weaving—Stenciling . . . . .	...	3 ³ / ₄	...
Block Printing—Construction . . . . .	...	...	3 ³ / ₄
Hours of Classwork per Week	7 ¹ / ₂	11 ¹ / ₂	11 ¹ / ₂

SECOND YEAR

SUBJECTS	Fall	Winter	Spring
Methods	3 ³ / ₄	3 ³ / ₄	3 ³ / ₄
Practice Teaching . . . . .	...	5	5
History of Painting	3 ³ / ₄	...	...
Interior Decoration . . . . .	...	3 ³ / ₄	...
Course of Study . . . . .	...	...	3 ³ / ₄
Hours of Classwork per Week	7 ¹ / ₂	12 ¹ / ₂	12 ¹ / ₂

SPECIAL ART COURSE—FIRST YEAR

SUBJECTS	Fall	Winter	Spring
Nature Work	3 ¹ / ₂	...	3 ¹ / ₂
Design and Color (including lettering and color theory)	4	4	4
Freehand Perspective . . . . .	...	2	...
Figure Drawing . . . . .	...	1 ¹ / ₂	...
Instrumental Drawing . . . . .	...	...	1 ¹ / ₂
Costume Design (may be taken or substituted for equal number of advanced drawing periods) . . . . .	...	3	...
Hours of Classwork per Week	7 ¹ / ₂	10 ¹ / ₂	9

SECOND YEAR

SUBJECTS	Fall	Winter	Spring
Nature Work	3 ¹ / ₂	...	3 ¹ / ₂
Design and Color (including lettering and color theory)	4	4	4
Freehand Perspective . . . . .	...	2	...
Figure Drawing . . . . .	...	1 ¹ / ₂	...
Hours of Classwork per Week	7 ¹ / ₂	7 ¹ / ₂	7 ¹ / ₂

For detailed information, write to Miss Jean R. McIlhaney,
% State Normal School, Indiana, Pa.

The College Preparatory Course

There is need in Western Pennsylvania for a course in which young men and women, who have not had the opportunity of completing a four-year high school course at home, or who have, on account of illness or other reasons, been forced to leave school for a series of years, may prepare for college. Such a course is maintained at Indiana. The requirements, as set forth below, may be modified to meet the entrance requirements of particular colleges which students may desire to enter. A college preparatory diploma will be granted to those who complete the course.

FRESHMAN YEAR

SUBJECTS	Fall	Winter	Spring
Algebra (Elementary).....	5	5	5
Latin.....	5	5	5
Grammar, Orthography, and Public Speaking.....	5	5	5
Physica! Geography.....	..	4	..
Civics.....	..	..	4
Vocal Music.....	5	..	..
Drawing.....	2	2	2
Hours of Classwork per Week.....	22	21	21

SOPHOMORE YEAR

SUBJECTS	Fall	Winter	Spring
Arithmetic.....	5	..	..
Algebra (Advanced).....	..	5	5
Caesar.....	5	5	5
Ancient and Medieval History.....	5	5	5
Botany.....	3	..	3
Zoology.....	..	3	..
Rhetoric, Composition, and Classics.....	3	3	3
Hours of Classwork per Week.....	21	21	21

JUNIOR YEAR

SUBJECTS	Fall	Winter	Spring
Cicero.....	3	3	3
Literature (English and American).....	2	2	2
Chemistry.....	3	3	3
Plane Geometry.....	3	3	3
French or Spanish (First Year).....	3	3	3
Modern and English History.....	5	5	5
Hours of Classwork per Week.....	19	19	19

SENIOR YEAR

SUBJECTS	Fall	Winter	Spring
Virgil.....	3	3	3
Physics.....	3	3	3
College English.....	4	4	4
French or Spanish (Second Year).....	3	3	3
Solid Geometry and Trigonometry.....	3	3	3
Public Speaking.....	1	1	1
Elective.....	3	3	3
Hours of Classwork per Week.....	20	20	20

Notes: In the Freshman and Sophomore years, there is some supervised study. In the Junior and Senior years, no class time is given to study.

Modern foreign languages may be substituted for the Latin. If this is done, a student will get two years each in French and Spanish. This is probably not so good a preparation for college as is four years of Latin and two years of a modern foreign language. An elective may be substituted for Solid Geometry and Trigonometry in the Senior Year.

Standings obtained in high schools will be credited on this course on the basis of equivalence.

Many students seek only the fifteen units required for college entrance. While we are willing to cooperate in any reasonable plan which a student may have formulated, the College Preparatory Diploma will be given only on the completion of the entire course.

The College Preparatory Course has been planned with the idea of giving a superior preparation to young people who are expecting to go to college. For those who plan on taking the "Intensive Examination" of colleges requiring it, we recommend as the four major subjects, Latin, English, Mathematics, and a modern foreign language or History.

The Sub-Freshman Course

Students sometimes come to us with less school work than that covered in high schools of the third class. The Sub-Freshman Course is designed to give to these students the opportunity to bring their work in various subjects up to the standard. A student may be deficient in English, in Algebra, in Arithmetic, or some other study. As need exists, classes are organized. The following schedule existed in the past, but no hard and fast schedule is possible.

SUBJECTS	Fall	Winter	Spring
Algebra (Elementary).....	5	5	5
Arithmetic.....	5	5	..
Penmanship.....	..	..	5
Grammar.....	5	5	..
Physiology.....	..	..	5
Reading.....	5	..	..
Geography.....	..	5	..
U. S. History (Political).....	..	5	5
Civics.....	..	..	5
Spelling.....	5	..	..
Hours of Classwork per Week.....	25	25	25

Students will be expected to take only the studies in which they are deficient.

Register of Students
1918-19

Regular Course Students

SENIORS

NAME	POST OFFICE	COUNTY
ADAMS, MAY BEL	Springdale	Allegheny
AHLQUIST, MABLE LUCINDA	McKeesport	Allegheny
ALTER, GLADYS M.	Tarentum	Allegheny
ANDERSON, EDITH LILLIAN	Manor	Westmoreland
BAILEY, HELEN	Du Bois	Clearfield
BALDWIN, PAULINE GEORGIE	Bruin	Butler
BAMBARGER, ETHEL	Rodi	Allegheny
BARNES, RUTH E.	Springdale	Westmoreland
BARRETT, ELSIE	Hollidaysburg	Blair
BEGGS, WM. H.	Polk	Venango
BENDLEK, ELSIE	Spangler	Cambria
BITTNER, MARAE	Somerset	Somerset
BLACK, ANNA VIRGINIA	Greensburg, R. D. 3	Westmoreland
BLEY, ZAIDA	Indiana	Indiana
BOORD, MARGARET L.	Indiana	Indiana
BRODER, RUTH L.	McKeesport	Allegheny
BROWN, BERTHA RUTH	Altoona	Blair
BRYSON, EMILY	Uniontown	Fayette
BURNS, ANNA REGINA	Johnstown	Cambria
BUSHYAGER, ANNETTE M.	Jeannette, R.D. 1	Westmoreland
BUTLER, DOROTHY	Altoona	Blair
CAMPBELL, VIVIAN M.	Big Run	Jefferson
CAMPBELL, SARA BOYD	Indiana	Indiana
CARLSON, EMMA	Titusville	Crawford
CHAPMAN, L. TRUDELL	Cherry Tree	Clearfield
CHRISTY, BLANCHE	Export	Westmoreland
COMYNS, MARIE E.	Braddock	Allegheny
CORNELY, ELIZABETH BELL	Nant-y-Glo	Cambria
COURSON, DOROTHY	Washingtonville	Montour
COX, IDA SLATER	Johnstown	Cambria
CRAWFORD, MAUDE LOUISE	Tarentum	Allegheny
CREBS, MAUDE	Du Bois	Clearfield
CRIST, MARY ELIZABETH	Altoona	Blair
CRONIN, EILEEN	Johnstown	Cambria
CUVELIER, GLADYS LEONA	Kane	McKean
DEBOR, MARY MAY	Brackenridge	Allegheny
DOBSON, NELLIE M.	Clearfield	Clearfield

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

NAME	POST OFFICE	COUNTY
EBERLE, ESTHER MARY	Altoona	Blair
ERVIN, FRANCES E.	East St. Louis, Illinois	
EYLER, CATHERINE R.	Johnstown	Cambria
FERRY, LUCILE	New Paris	Bedford
FINDLEY, HELEN	Jeannette	Westmoreland
FOSTER, RUTH	Franklin	Venango
FREDERICK, MARY	Parnassus, R.D.1	Westmoreland
GAREE, BERTHA	Indiana	Indiana
GEORGE, HELEN	Girty	Armstrong
GILPIN, MARY ELIZABETH	Bolivar	Westmoreland
GLASSFORD, PAUL	Indiana	Indiana
GOLDSMITH, DAISY ELIZABETH	Tarentum	Allegheny
GOULD, HELEN	Dormont	Allegheny
GREER, MARGARET	Titusville	Crawford
HALL, FLORENCE	Steubenville	Jefferson
HAMMER, ADA B.	Greensburg	Westmoreland
HAMMERS, IRENE LUCILLE	Washington	Washington
HARRINGTON, MARGARET	Braddock	Allegheny
HART, MARY L.	Blairsville	Indiana
HECKMAN, JOANNA	Indiana	Indiana
HECKMAN, JOSEPHINE	Indiana	Indiana
HENRY, RUBY	Livermore	Indiana
HILL, DOROTHY E.	Jeannette	Allegheny
HINDMAN, AMY	Tarentum	Allegheny
HUGHES, EDITH A.	Woodlawn	Beaver
HUMMEL, NELL	Johnstown	Cambria
JACOBSON, HELEN	Clearfield	Clearfield
JEFFERIS, MARY E.	Uniontown	Fayette
JOHNSTON, AGNES M.	Bolivar, R.D.1	Westmoreland
JOHNSTON, ERNEST M.	Indiana	Indiana
JONES, ETHEL A.	McDonald	Washington
KARNS, LUVIA	Murrysville	Westmoreland
KEELER, MAYTHORNE	Johnstown	Cambria
KEPPLE, HELEN G.	Johnstown	Cambria
KINNEY, FAITH L.	Franklin	Venango
KIRKPATRICK, MARGARET	Spangler	Cambria
KNIGHT, EMMA NAOMI	Vandergrift	Westmoreland
KUHLMAN, ISABELLE	Pittsburgh	Allegheny
KUNKLE, HILDA	Indiana	Indiana
LAFFERTY, SARAH	Wilkinsburg	Allegheny
LAIRD, MARGARET	Southwest	Westmoreland
LAMISON, MARION	Johnstown	Cambria
LANDIN, LILLIAN	Sugar Grove	Warren
LAUDERBAUGH, MINNIE BELLE	Option	Allegheny

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

NAME	POST OFFICE	COUNTY
LEACOCK, KATHLEEN E.	Bodin	Beaver
LEE, CHARLOTTE ELEANOR	Cochocton, Ohio	
LONG, LENA EDITH	Indiana	Indiana
LONG, LIZZIEBELL	Indiana	Indiana
LORENTZ, GERTRUDE	Johnstown	Cambria
LOUCKS, CELESTA	Scottdale	Westmoreland
LUTHER, ZENIE	Windber	Somerset
LYTLE, LOIS	Wireton	Allegheny
MCCARTY, LILIAN	McKeesport	Allegheny
MACPHEE, SARA	Braddock	Allegheny
MALEY, LEONA	Johnstown	Cambria
MASSY, ELSIE	Homestead	Allegheny
MAXWELL, LORENA	Harrisburg	Dauphin
MAYO, MARGARET V.	Duquesne	Allegheny
MAZZA, SERAFINA	Homer City	Indiana
MILLER, CARRIE E.	Johnstown	Cambria
MILLER, ZITA	Berlin	Somerset
MOSHOLDER, EMMA	Johnstown	Cambria
MURRAY, SARAH ANN	Johnstown	Cambria
MCCAGUE, HELEN	Coraopolis	Allegheny
MCGREW, MABEL	Irwin	Westmoreland
McHAIL, MARY B.	Bolivar	Westmoreland
MCKENZIE, DEVONA	Fairchance	Fayette
McMAHON, JUANITA	Woodbury	Bedford
NELSON, ALMA MATILDA	Windber	Somerset
NICOL, EVELYN	Derry	Westmoreland
NICOL, KATHRYN	Derry	Westmoreland
OBERT, A. KATHARINE	Lehighton	Carbon
O'CONNOR, RUTH	Johnstown	Cambria
PARKER, MARGARET	Butler	Butler
PATERICK, ELEANOR	Hastings	Cambria
PEASE, MARY H.	West Union, W. Va.	
PECK, BESSIE E.	Derry	Westmoreland
PFORDT, MARGARET	Indiana	Indiana
PFROMM, MARGARET	McKess Rocks	Allegheny
PHILLIPS, MARGUERITE	Johnstown	Cambria
PORE, WILMA	West Newton	Westmoreland
PORTER, LUCILE	Scottdale	Westmoreland
POTTER, MARY A.	Altoona	Blair
QUIGGLE, KATHERINE	Clearfield	Clearfield
RALSTON, LEMMON	Penn Run	Indiana
REED, BRITTA	Coal Valley	Allegheny
REED, L. BLANCHE	Coal Valley	Allegheny

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

NAME	POST OFFICE	COUNTY
RHOADS, MARGARET V.	Indiana	Indiana
ROBINSON, JUNE	Barnesboro	Cambria
RUDDOCK, WM.	Indiana	Indiana
RUGH, WM.	Indiana	Indiana
RUSSELL, KATHARINE MARIE	Shelocta	Indiana
SCHULTZ, MARTHA	Connellsville	Fayette
SECHLER, MARGARET	Johnstown	Cambria
SHACKELFORD, MAGNOLIA	Charlottesville Va.	
SHACKELFORD, OVAL G.	Charlottesville Va.	
SHAW, BEATRICE	East Liberty	Allegheny
SHIREY, GRACE MARY	Latrobe	Westmoreland
SHUSTER, BEULAH MONTROSE	Jeannette	Westmoreland
SINGISER, MILDRED E.	Altoona	Blair
SMALL, EDITH	Hollidaysburg	Blair
SMITH, ADRIENNE MARIE	Greensburg	Westmoreland
SMITH, ETHEL	Johnstown	Cambria
SOMERVILLE, KATHRYN E.	So. Connellsville	Fayette
SOMERVILLE, MILLIE M.	Duquesne	Allegheny
SOWASH, HAZEL MARIE	Forbes Road	Westmoreland
SPROAT, HENRIETTA	Dawson	Fayette
STEIGERWALT, CLARENCE	Snyders	Schuylkill
STERNER, HELEN MARTHA	Derry	Westmoreland
STICKLE, MARY WYNN	Latrobe	Westmoreland
STREAMS, ORPHA	Marion Center	Indiana
STRICKLER, EMILY R.	Uniontown	Fayette
SULLIVAN, LORETTO L.	Du Bois	Clearfield
SULLIVAN, NELLIE L.	Johnstown	Cambria
SWAN, MARGARET	Indiana	Indiana
TAYLOR, MYRTLE WEST	Whitaker	Allegheny
THISTLETHWAITE, MARY	West Brownsville	Washington
THOMAS, ELEANOR E.	Johnstown	Cambria
TRIMBLE, NAN O.	Derry	Westmoreland
VANDIVORT, THEODORA	New Castle	Lawrence
VENNERI, MILLIE	Monessen	Westmoreland
VOGT, MARTHA E.	Bruin	Butler
WEAVER, MARY E.	Windber	Cambria
WELSH, CARRIE MARIE	Beaver	Beaver
WILGUS, ESTHER A.	Dawson	Fayette
WILLIAMS, ANNA M.	Duquesne, Pa.	Allegheny
WILLIAMS, LOUISE	Corry	Erie
WILSON, GERTRUDE	Indiana	Indiana
WOODWORTH, MABELLE	Pittsburgh	Allegheny
WOY, FLORENCE Z.	Somerset	Somerset
WRIGHT, FRANK R.	Braceville, Ohio	
YUCKENBERG, LAURA	Indiana	Indiana

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

JUNIORS IN REGULAR COURSE:

NAME	POST OFFICE	COUNTY
AVEY, CLARENCE	Indiana	Indiana
AYERS, EVELYN	Indiana	Indiana
BAMFORD, SARA E.	Midway	Washington
BANKS, ROBERTA M.	Kittaning	Armstrong
BARKER, MAXINE	Bellevue	Allegheny
BARNETT, EDITH	Rankin	Allegheny
BAYNHAM, EDWARD G.	Jackson Center	Mercer
BEAUJON, MARGARET R.	Johnstown	Cambria
BEERS, GRACE M.	Indiana	Indiana
BEGGS, CATHERINE	Oakdale	Allegheny
BENGHAUSER, HELEN	Du Bois	Clearfield
BERRY, MILDRED B.	Ebensburg	Cambria
BIELSKA, FLORENCE	Blair Station	Allegheny
BLANSET, MARIE	Latrobe	Westmoreland
BOTHELL, LEVENIA	Indiana	Indiana
BOWSER, ALICE L.	Smokerun	Clearfield
BRANDON, BEL	Homer City	Indiana
BRINKER, EDNA	Pleasant Unity	Westmoreland
BUCK, MABEL A.	Natrona	Allegheny
BUNTING, JANE M.	Cheswick	Allegheny
CAM, JENNIE	Clymer	Indiana
CAM, MARIE	Clymer	Indiana
CAMPBELL, MILDRED	Pennsylvania Furnace	Center
CHAMBERLIN, SARA MAE	Option	Allegheny
CHAPLIN, KATHRYN M.	Flinton	Cambria
CHEESEMAN, JEAN	Cannonsburg	Washington
CHURELLA, MARYELLEN	Clymer	Indiana
CLARKE, ANNA C.	Johnstown	Cambria
CLAY, PAULINE A.	McKeesport	Allegheny
CONKLING, MARGARET E.	Expedit	Cambria
CONNELLY, RAPHAEL	Johnstown	Cambria
COON, CATHARINE	Indiana	Indiana
COSSELL, DAISE	Homer City	Indiana
COVER, HELEN H.	Johnstown	Cambria
CRONIN, MARIE E.	Johnstown	Cambria

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

NAME	POST OFFICE	COUNTY
DAVIS, LISLE	Indiana	Indiana
DICKIE, LOUISE	Indiana	Indiana
DIEHL, UNA	Kato	Center
DUFF, ELIZABETH	Curwensville	Clearfield
DUMM, OLEAN	Spangler	Cambria
DUNMIRE, ALICE M.	Saltsburg	Indiana
DUNMIRE, CORA	Creekside	Indiana
ELLSWORTH, MARIE R.	Johnstown	Cambria
ELWOOD, VERNITA	Export	Westmoreland
FAIR, MARY ELEANOR	Keyser, W. Va.	
FEE, EUNICE	Indiana	Indiana
FINLEY, ETTA T.	McKeepport	Allegheny
FLEMING, MARTHA	Ebensburg	Cambria
FOSTER, MARY G.	Oakmont	Allegheny
GARSON, FRANCELIA	Indiana	Indiana
GEARHART, EDYTHE	Homer City	Indiana
GEORGE, FLORENCE G.	Leechburg	Westmoreland
GESSLER, CHAS. R.	Indiana	Indiana
GETTY, MARY ELIZABETH	Indiana	Indiana
GLASSFORD, NELLIE	Indiana	Indiana
GLENN, HELEN S.	New Castle	Lawrence
GOFF, MARY D.	Johnstown	Cambria
GRIFFITH, LEDA MAY	Heilwood	Indiana
GUTELIUS, ADALINE	Punxsutawney	Jefferson
GWIN, MARGARET	Cresson	Cambria
HALL, EMILY B.	Oakdale	Allegheny
HASINGER, ANNA	Ford City	Armstrong
HASTINGS, LOIS M.	Aspinwall	Allegheny
HEPLER, ISABELLE	Leechburg	Armstrong
HETRICK, LULU	Clymer	Indiana
HOFFMAN, LUCILLE	Vandergrift	Westmoreland
HULL, DEROSE	Du Bois	Clearfield
HULTON, HELEN	Oakmont	Allegheny
HUNSICKER, NAOMI	Rebersburg	Center

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

NAME	POST OFFICE	COUNTY
JAMES, ESTHER M.	Johnstown	Cambria
JAMISON, CELIA	Swissvale	Allegheny
JAQUISH, MARTHA	Clymer	Indiana
JENNINGS, IVAH C.	Diamond	Venango
JONES, RACHEL H.	Braddock	Allegheny
KINNAN, FLORENCE	Indiana	Indiana
KUNKLE, M. CRYSTELLE	Kent	Indiana
LAPSLEY, PAULINE	Glassport	Allegheny
LAVELY, IZORA V.	Johnstown	Cambria
LAWRENCE, JOANNA M.	Johnstown	Cambria
LIGGETT, VIRGINIA	Huff	Indiana
LONG, FRANCES	Indiana	Indiana
LONGWILL, LORRAINE	Indiana	Indiana
LUTHER, NORA	Windber	Somerset
LYLE SARAH EDITH	Burgettstown, R.D.4.	Washington
MABON, CORNELIA	Vandergrift	Westmoreland
MCCARDELL, EMMA BELLE	Westover	Clearfield
MCCONAUGHEY, RUTH	Ligonier	Westmoreland
MCCREARY, MILDRED	Monaca	Beaver
MCCULLOUGH, NAOMI E.	Salina	Westmoreland
McMULLEN, JOHN	Grampian	Clearfield
MILLER, DOROTHY B.	Homer City	Indiana
MILLER, ELIZABETH M.	Scottdale	Westmoreland
MILLER, FLORENCE R.	Indiana	Indiana
MITCHELL, RUTH	Bellevue	Allegheny
MOORHEAD, ELVA	Indiana	Indiana
MURPHY, DELLA G.	West Finley	Washington
NICHOL, ANNABELLE	Indiana, R.D.1.	Indiana
NICHOL, MARGARET	Home	Indiana
OBITZ, ANNA	Freeport	Armstrong
PATTERSON, ELIZABETH M.	Indiana	Indiana
PEAIRS, SARAH L.	Elizabeth	Allegheny
PFORDT, NANCY	Indiana	Indiana
POOLE, VIRGINIA E.	Johnstown	Cambria
POWELL, ESTHER G.	Kittanning	Armstrong

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

NAME	POST OFFICE	COUNTY
RAYMALEY, SUSAN	Greensburg	Westmoreland
REITLER, ANNA	Ford City	Armstrong
RENARD, ELIZABETH	Alderson	Luzerne
RICE, MILDRED	New Freeport	Greene
RINK, HELEN	Indiana	Indiana
ROSS, VERLA	Taylorstown	Washington
SCHADE, MARIAN M.	Johnstown	Cambria
SCHMUNK, ELIZABETH	Mars	Butler
SCHUETZ, ISABEL M.	Sharpsburg	Allegheny
SCHUETZ, SARA	Aspinwall	Allegheny
SHIREY, GENELLA C.	Clearfield	Clearfield
SILVEUS, HILDA	Homestead	Allegheny
SINGISER, ELEANOR M.	Altoona	Blair
SNYDER, AMY M.	Indiana	Indiana
SOBER, MARTHA	Leechburg	Westmoreland
ST. CLAIR, LYLE P.	Indiana	Indiana
STOOPS, C. NARIE	Wilkinsburg	Allegheny
STRAW, VIVIAN GENEVIEVE	Berwindale	Clearfield
SULLIVAN, VERA E.	Bellwood	Blair
SUNDERLAND, MARGARET	McGees Mills	Clearfield
SWARTZ, HAZEL	Wilmerding	Allegheny
TAYLOR, AMYE	Blairsville	Indiana
THOMAS, LUCY JANE	Oil City	Venango
THOMPSON, M. AMY	Johnstown	Cambria
TITTERINGTON, IRENE	Ligonier	Westmoreland
TOMB, ROSALIE	Johnstown	Cambria
TROXELL, HILDA G.	Ebensburg	Cambria
TUCKER, BERTHA M.	Franklin	Venango
WEBSTER, HELEN LILLIAN	Sharpsville	Mercer
WELTY, MARGARET E.	Mammoth	Westmoreland
WERTZ, ELIZABETH	Sharpsburg	Allegheny
WILLIAMS, EMMA	Derry	Westmoreland
WILLIAMS, HELEN I.	McKeesport	Allegheny
WILSON, SARAH	Indiana	Indiana
YOUNG, BESSE E.	McDonald	Washington
ZORB, ELIZABETH	Butler	Butler
ZULICK, MARGARET	Duquesne	Allegheny

SOPHOMORES

NAME	POST OFFICE	COUNTY
BLACKBURN, BLANCHE.....	New Paris.....	Bedford
BROWN, ELIZABETH.....	Indiana.....	Indiana
CHILDS, JOSIE.....	Colver.....	Cambria
COON, HELEN.....	Indiana.....	Indiana
DICKEY, MARGARET P.....	Indiana.....	Indiana
DREW, ELIZA.....	Clearfield.....	Clearfield
EVANS, ELIZABETH.....	Indiana, R.4.....	Indiana
FERGUSON, GRACE.....	Murdocksville.....	Beaver
FLEMING, MARY MARGARET.....	Creekside.....	Indiana
FRISCH, MABEL.....	McKeesport.....	Allegheny
FRYE, MARGARET EDNA.....	Creekside.....	Indiana
GAREE, MARTHA.....	Indiana.....	Indiana
GUTHRIE, ABIGAIL.....	Indiana.....	Indiana
HILLEGASS, EDNA.....	Point.....	Bedford
HUNTER, ANNA ELEANOR.....	Homer City.....	Indiana
KEELEY, HELEN.....	Saltsburg.....	Indiana
LANGHAM, ELIZABETH.....	Indiana.....	Indiana
LEMMON, LUCY.....	Ford City.....	Armstrong
LINTNER, ROSE.....	Export.....	Westmoreland
LIVINGSTONE, JOHN.....	Greensburg.....	Westmoreland
MEALS, REGINA.....	Bellevue.....	Allegheny
MORROW, EDNA.....	Wilkesburg, R.1.....	Allegheny
PARNELL, ELIZABETH.....	Indiana.....	Indiana
RUFFNER, HELEN.....	Indiana.....	Indiana
WHITE, MARGARET E.....	Pittsburgh.....	Allegheny
YOUNT, MABEL F.....	Leechburg.....	Armstrong

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

FRESHMEN IN REGULAR COURSE

NAME	POST OFFICE	COUNTY
ANDERSON, WESLEY E.	Girty	Armstrong
ARCHIBALD, ZORA M.	Livermore	Indiana
AVEY, GENEVIEVE	Indiana	Indiana
BANTLEY, MARY	Windber	Somerset
BATH, EARL	Indiana	Indiana
BEVAN, SARA A.	New Kensington	Westmoreland
BROWN, MELVA F.	Indiana	Indiana
COLEMAN, AGATHA	South Bend	Armstrong
COLEMAN, H. OWENS	South Bend	Armstrong
CRAIG, FLOYD L.	Indiana, R.D.4	Indiana
DOPTULA, SAMUEL	McIntyre	Indiana
DOAK, TWILA M.	Dora	Jefferson
EVANS, PAUL	Hustontown	Fulton
FERA, MICHAEL A.	Rossiter	Indiana
FIFE, CLARA MARGARET	Aspinwall	Allegheny
FLEMING, ROXIE BELLE	Creekside	Indiana
ABRAMS, MARTHA	Claghorn	Indiana
FRANCE, LOUISE	Vandergrift	Westmoreland
GEARY, MILDRED I.	Black Lick	Indiana
GRAHAM, SARA M.	Bolivar	Westmoreland
GOOD, DENTON	Dayton	Armstrong
HOOVER, ELIZABETH C.	Indiana	Indiana
HUFFMAN, MARION L.	Waynesburg	Greene
IRVIN, GENEVA	Indiana	Indiana
JOHNSTON, MARGARET	Homer City	Indiana
JOSEPH, MARGARET	Nettleton	Cambria
KEKIC, JEWELL	Cleveland, Ohio	
KILEY, ALICE	Hannastown	Westmoreland

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

NAME	POST OFFICE	COUNTY
MCCREA, KUNKLE.....	Homer City.....	Indiana
LAIRD, GRACE E.....	Homestead.....	Allegheny
LEECH, FREDA A.....	Indiana.....	Indiana
LEWIS, JOHN E.....	Homer City.....	Indiana
LONG, MARY E.....	Greensburg.....	Westmoreland
LOVE, MURIEL.....	Sarver.....	Butler
LYTLE, ELINOR.....	Homer City.....	Indiana
MANNER, BERTHA O.....	Indiana.....	Indiana
MATEER, MARTHA.....	Mosgrove.....	Armstrong
MATHEWS, GLEA.....	Stahlstown.....	Westmoreland
MCCARTHY, SUSAN.....	Oil City.....	Venango
MCCLURE, MARGARET.....	Blairsville.....	Indiana
MCINTIRE, PERRY.....	Kent.....	Indiana
McKNIGHT, SAMUEL.....	Girty.....	Armstrong
MILLIKEN, ALBERTA A.....	Indiana.....	Indiana
MORRISON, MARY.....	Indiana.....	Indiana
MORROW, BLANCHE.....	Wilkinsburg, R.D.1.....	Allegheny
MYERS, EMILY.....	Parkwood.....	Indiana
PFORDT, GENEVIEVE.....	Pittsburgh.....	Allegheny
PIPER, MARION LOUISE.....	Stahlstown.....	Westmoreland
PLATTS, LEWIS A.....	East Liberty.....	Allegheny
PRICE, CLARAMAE.....	Pittsburgh.....	Allegheny
PUGLIESE, SEBASTIAN.....	Rossiter.....	Indiana
PUTMAN, FLOY.....	Somerset.....	Somerset
PUTMAN, D. MAUDE.....	Barronvale.....	Somerset
RALSTON, JAY S.....	Penn Run.....	Indiana
RAMSEY, MILDRED.....	Bolivar.....	Westmoreland
REITER, RUTH.....	Karthans.....	Clearfield
RITENOUR, ELIZABETH.....	Ligonier.....	Westmoreland
SHANK, BLAIR.....	Indiana.....	Indiana
SIMPSON, MARK.....	Indiana.....	Indiana
SIMPSON, MARTHA.....	Indiana.....	Indiana
SNYDER, THELMA.....	Indiana.....	Indiana
SUNDERLAND, FAY.....	Johnstown.....	Cambria
TROXELL, PAULINE.....	Colver.....	Cambria
TRUITT, JULIA.....	Indiana.....	Indiana
WATTS, PHILIP D.....	Kerrmoor.....	Clearfield
WAY, GRACE.....	Curwensville.....	Clearfield
WHITFIELD, MARY.....	Pittsburgh.....	Allegheny
WORK, WAVA.....	Indiana.....	Indiana

SPECIAL STUDENTS

NAME	POST OFFICE	COUNTY
BREMAN, BERTHA	Leechburg	Armstrong
CUNNINGHAM, BOYD	Livermore	Indiana
DIEHL, HARRY E.	Claysburg	Blair
GOLD, CHAS. L.	Woodlawn	Beaver
HANKEY, BERTHA	Murrysville	Westmoreland
HAYES, LAURA	Windber	Somerset
HOUSTON, JOHN M.	Indiana	Indiana
JOHNSTON, ROXIE	Indiana	Indiana
KIDD, ALVIN D.	Marion Center	Indiana
KNEPPER, HOWARD B.	Three Springs	Fulton
LONG, WM. S.	Indiana	Indiana
MCGREGOR, LILLIE	New Bethlehem	Jefferson
MCHENRY, GLADYS	Creekside	Indiana
MCQUILKEN, WM.	Indiana	Indiana
NICHOL, EDITH N.	Marion Center	Indiana
SIMPSON, MARY BELLE	Indiana	Indiana
SUAIN, GUILLEMINE	Arnold	Westmoreland
YOKES, EDDIE A.	Franklin	Venango

Music Courses

Public School Music Supervisor's Course

SENIORS

NAME	POST OFFICE	COUNTY
AULD, RUTH E.	Portage	Cambria
BRIGGS, LUCILLE	Brookville	Jefferson
BUTTERMORE, HELEN D.	Connellsville	Fayette
CUMMINGS, FORREST	Brookville	Jefferson
DUNCAN, IVA	Indiana	Indiana
FROELICH, MARTHA J.	Homer City	Indiana
HUNTER, ELIZABETH	Bellevue	Allegheny
LEPPOLD, CLARA	Freeport	Armstrong
MOORE, MARGARET	Brookville	Jefferson
MULHOLLAND, MARGUERITE	Hazelhurst	McKean
PETERMAN, IRMA	Indiana	Indiana
RYAN, RUTH	Smithfield	Fayette
STEPHENSON, EDITH E.	Jacksonville, Fla.	

JUNIORS

NAME	POST OFFICE	COUNTY
BLANCHARD, HELEN	Brockwayville	Jefferson
BUTLER, GRACE	Indiana	Indiana
GLENN, MYRA M.	Josephine	Indiana
LEYDIC, CHARLOTTE	Indiana	Indiana
LOCKHARD, GLADYS	Indiana	Indiana
MCCORMICK, GUSSIE	Coraopolis	Allegheny
MEAD, VANESSA	Indiana	Indiana
SMITH, GUY M.	State Collage	Center
STICKLE, LILLIAN	Latrobe	Westmoreland
STITELER, LOLA	Smicksburg	Indiana
THOMPSON, MARIAN M.	Indiana	Indiana
WETZEL, PEARL	Homer City	Indiana
WHITEHEAD, MADOLENE	Du Bois	Clearfield
WILHELMS, MARIE H.	Pitcairn	Allegheny

SPECIAL STUDENTS IN MUSIC

NAME	POST OFFICE	COUNTY
BALENTINE, FLORENCE	Indiana	Indiana
BENGAUSER, LILLIAN	Du Bois	Clearfield
BUCHANAN, W. PAUL	Indiana	Indiana
BYERS, HELEN	Indiana	Indiana
BYERS, MRS. ETHEL C.	Indiana	Indiana
CARSON, MARY ELIZA	Saltsburg	Indiana
CHAFFEE, M. LOUISE	Indiana	Indiana
COWLEY, RACHEL	New Bethlehem	Clarion
CLARKSON, W. P.	Vintondale	Cambria
COLVIN, ELIZA M.	Schellsburg	Beford
ELLIS, MRS. THOS. E.	Indiana	Indiana
FISCUS, MADELAINE	Indiana	Indiana
FOSTER, WM.	Ernest	Indiana
GIBSON, SUSAN C.	Indiana	Indiana
HENRY, OLIVE	Penn Run	Indiana
HILL, ARTHUR C.	Indiana	Indiana
HOOVER, ELLA M.	Sagamore	Armstrong
JAMISON, GERTRUDE	Indiana	Indiana
KEELER, DESIRE	Indiana	Indiana
KEITH, JOHN A. H. JR.	Indiana	Indiana
KINTER, MRS. LEILA	Indiana	Indiana
KLEINSTUB, EVELYN	Creekside	Indiana
LAMBOUR, CORINNE	Nicktown	Cambria
LEVIN, MACY L.	Clymer	Indiana
LOWMAN, MARY E.	Indiana	Indiana
MCCOY, ELSIE V.	Indiana	Indiana
McHENRY, ANNA BLANCHE	Indiana	Indiana
MCLAIN	Indiana	Indiana
MOORHEAD, THELMA	Indiana	Indiana
PHILLIPS, ELIZABETH	Clymer	Indiana
POLLEY, PAULINE	Clymer	Indiana
RAGOSIN, ROSE	Youngstown, Ohio	
REED, MRS. C. PAUL	Indiana	Indiana
RENO, ETHEL	Apollo	Armstrong
RITTER, MRS. PAULINE R.	Indiana	Indiana
ROBINSON, MARY F.	Indiana	Indiana
ROSS, VIRGINIA	Indiana	Indiana
ROWLAND, MARTHA J.	Apollo	Armstrong
SHARBAUGH, MILDRED	Carrolltown	Cambria
SIMPSON, ANNA ST. CLAIR	Indiana	Indiana
SNYDER, ELIZABETH	Indiana	Indiana
STANLEY, BERYL	Clymer	Indiana
STEPHENS, HELEN A.	Philadelphia	Philadelphia
STITELER, MARGARET	Smicksburg	Indiana
SYKES, ELIZABETH R.	Franklin	Vanango
TRAVIS, J. EDWINA	Indiana	Indiana
WHITLINGER, DOROTHY	Apollo	Armstrong
WIDDOWSON, ADA B.	Penn Run	Indiana
WIDDOWSON, VELMA C.	Indiana	Indiana

Commercial Courses

Teachers' Commercial Course

SENIORS

NAME	POST OFFICE	COUNTY
CHAMBON, AUGUST Z.	Donora	Washington
CURRY, OLIVE	Punxsutawney	Jefferson
DODSON, HELEN	Indiana	Indiana
DUNLAP, WILMA	Blairsville	Indiana
ECKBERG, LAURA	Jamestown, N. Y.	
FOWLER, HELEN C.	Barnesville, Ohio	
GILLESPIE, HELEN M.	Bellaire, Ohio	
HULL, KATHRYN	Tyrone	Blair
JAMES, HELEN J.	Brentwood	Allegheny
PEACOCK, HAZEL	McDonald	Washington
RICHARDS, HELEN	Blairsville	Indiana

JUNIORS

NAME	POST OFFICE	COUNTY
ALLISON, GEO. M.	Indiana	Indiana
BUCHANAN, ANNA Z.	Indiana	Indiana
BURTNETT, M. KATHERINE	Juniata	Blair
DICKIE, MARGARET	Indiana	Indiana
DONAHUE, AILEEN	Carrolltown	Cambria
FOWLER, CORRINE	Vandergrift	Westmoreland
HOUSEHOLDER, HAZEL	Indiana	Indiana
JAHNIG, MARY E.	Saxonburg	Butler
KOTTRABA, CECILE	Butler	Butler
MCADOO, NELL	Indiana	Indiana
MYERS, KATHRYN	Franklin	Venango
ORTNER, FRANCES	Indiana	Indiana
REEVES, EDITH L.	Indiana	Indiana
REISHELL, CUBA	Indiana	Indiana
SHELTON, MARY H.	Millheim	Centre
SIMPSON, MARJORIE	Indiana	Indiana
STANG, MARIE	Indiana	Indiana
STUCHELL, PEARL	Blairsville	Indiana
WAKEFIELD, RUTH	Irwin	Westmoreland

SPECIAL COMMERCIAL STUDENTS

NAME	POST OFFICE	COUNTY
BEARER, BYRON	Johnstown	Cambria
BINNIE, GRACE	Bolivar	Westmoreland
BARRERO, SERAFIN	Manzanillo, Cuba	
BELACK, GEO.	Johnstown	Cambria
BODEN, MARY REBECCA	Apollo	Westmoreland
BOWERS, ANNA M.	McKeesport	Allegheny
BRANT, ROBERT H.	Westview	Allegheny
BROWN, BUELA M.	Indiana	Indiana
CALHOUN, CARL	Indiana	Indiana
CHASE, INA	Neillsville, Wis.	
CLARK, FRANCES	Greensburg	Westmoreland
CLARK, RUTH	Greensburg	Westmoreland
CLARK, HARRY C.	Creekside	Indiana
CLYDE, JEAN	Vintondale	Indiana
COALMER, MARIE	Glen Campbell	Indiana
COLEMAN, MARGARET	Indiana	Indiana
COOPER, IRENE	Williamsburg	Blair
COSTA, JOSE LUIS	Sagna la Grande, Cuba	
CUMMINGS, MARIE IRENE	Aultman	Indiana
CUSTER, MILDRED V.	Conemaugh	Cambria
DAGUE, EVELYN	West Brownsville	Washington
DIXON, ANNA	Clymer	Indiana
DONOFSKY, DAVE	Nanty Glo	Cambria
DRAKE, MARY	Blairsville	Indiana
EDMISTON, HELEN	Ebensburg	Cambria
FAIRMAN, HAZEL	Creekside	Indiana
FAY, MARY	Williamsburg	Blair
FLEMING, CAROLYN R.	Indiana	Indiana
FLEMING, CLARE	Indiana	Indiana
FRAER, GEORGE	Wabash Station	Allegheny
GIBSON, MAURICE	Indiana	Indiana
GILL, TELFORD	Patton	Cambria
GORMAN, ESTHER	Coalport	Clearfield
GRAFF, E. LUCILLE	Black Lick	Indiana
GRAFF, SARAH	Black Lick	Indiana
HAAS, ESTHER	Indiana	Indiana
HAVEKOTTE, CHRISTINE	Pittsburgh	Allegheny
HILL, AUDREY M.	Apoilo	Armstrong
NORNER HARRIET B.	Parnassus	Westmoreland
HOSACK, NELLIE	Blairsville	Indiana
HYDER, MICHAEL	Houtzdale	Clearfield

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

NAME	POST OFFICE	COUNTY
JOHNSTON, DOROTHY	Bolivar	Westmoreland
KENNEDY, DOUGLAS	Oil City	Venango
KENNERDELL, MARGARET	Kittanning	Armstrong
KERR, JOSEPHINE	Nanty Glo	Cambria
KIMBALL, EMILY M.	Blairsville	Indiana
LAWLER, GERTRUDE	Braddock	Allegheny
LICHTENFELS, PEARL	Black Lick	Indiana
LILLER, MARY E.	Keyser, W. Va.	
LLEWELLYN, MARGARET	Nettleton	Cambria
McCLASKEY, ALVIN	Bellevue	Allegheny
MACDONNELL, J. D.	Scranton	Lackawanna
McCLASKEY, MAUDE	Bellevue	Allegheny
MCDOWELL, MARGHRETTA	Bolivar	Westmoreland
McHENRY, SARA	Indiana	Indiana
KANE MARIE M.	Indiana	Indiana
MAGINNESS, MARGARET	Bellevue	Allegheny
MEDINA, OSWALD	Yucatan, Mexico	
MARKEL, ISABEL	Scottdale	Westmoreland
METZ, NELDA	Indiana	Indiana
MOODY, MARGARET	Nanty Glo	Cambria
MORGAN, MARTHA	Pittsburgh	Allegheny
MOORE, CHESTER G.	Westover	Clearfield
MORRISON, HELEN	Somerset	Somerset
MURPHY, ALTA	Clearfield	Clearfield
NEAL, OLIVE	Indiana	Indiana
NEFF, CARL	Westover	Clearfield
NICHOL, WM. E.	Indiana	Indiana
NIPPS, ZILPHA	Graceton	Indiana
NULL, GLADYS	Sykesville	Jefferson
OATMAN, MARTHA J.	Indiana	Indiana
O'TOOLE, J. W.	Scranton	Lackawanna
PLOTZER, LORETTA	Indiana	Indiana
RICE, CORINNE	Johnstown	Cambria
SCHOMAKER, CHARLES	Mars	Butler
RUPERT, LAURA	Girty	Armstrong
SEANOR, MARY	Creekside	Indiana
SHAFFER, ANNA G.	Indiana	Indiana
SHOUSE, MARION R.	Bellevue	Allegheny
SIMPSON, EVELYN	Indiana	Indiana
SMITH, DON R.	Indiana	Indiana
STERN, HARRIET E.	Somerset	Somerset
STUCHELL, BOYD	Indiana	Indiana
STUCHELL, RUSSELL	Indiana	Indiana

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

NAME	POST OFFICE	COUNTY
THOMPSON, GLENN	Blairsville	Indiana
TOCCI, JULIA	Creekside	Indiana
TOOHEY, HERBERT	Murrysville	Westmoreland
TURRELL, VIRGINIA	East Liberty	Allegheny
TRIMBLE, MAUDE	Indiana	Indiana
WAGNER, FLORENCE E.	Indiana	Indiana
WARDEN, MAY	Creekside	Indiana
WAY, J. BERNARD	Indiana	Indiana
WEAMER, ALPHA M.	Indiana	Indiana
WEIGHT, PAULINE M.	Creekside	Indiana
WESTOVER, DON A.	Westover	Clearfield
WHINNIE, RUTH	Ernest	Indiana
WHITE, MARTHA	Brookville	Jefferson
WILL, MARIE C.	Homer City	Indiana
WILLIAMS, AILEEN	Barnesboro	Cambria
WIMER, SYLVIA	Indiana	Indiana
WORTH, ADA	Indiana	Indiana
WYLAND, RUTH	Pittsburgh	Allegheny
ZAMBONI, WM. G.	Creekside	Indiana
ZANONI, ALDINA	Creekside	Indiana
YOUNG, KATHRYN A.	Apollo	Armstrong

Normal Art and Special Art Courses

NORMAL ART

NAME	POST OFFICE	COUNTY
SPENCER, EDITH W.	Avalon	Allegheny

JUNIORS

NAME	POST OFFICE	COUNTY
ENTSMINGER, THELMA	Warren, Ohio	
SMITH, VERA MAY	Warren, Ohio	
TRIMBLE, VERA	McKeesport	Allegheny

Domestic Science Courses

SPECIAL TWO-YEAR COURSE

SENIORS

NAME	POST OFFICE	COUNTY
BANFIELD, WILDA	Follansbee, West Va.	
BROUGHTON, ANNA	Sugar Grove	Warren
MCCARTNEY, ANNA MAE	Indiana	Indiana
MCCARTNEY, THALIA JANE	Indiana	Indiana
REMALEY, SARA ESTHER	Indiana	Indiana
WEBSTER, ADELAIDE CHAZOTTE	Buffalo, N. Y.	

JUNIORS

NAME	POST OFFICE	COUNTY
BARRETT, MARIE A.	Parkersburg, W. Va.	
BROCK, RUTH C.	Wilkinsburg	Allegheny
BURNS, VIRGINIA L.	Coraopolis	Allegheny
CLARK, BESSE	Curwensville	Clearfield
KIRK, IDA M.	Pittsburgh	Allegheny
MURRAY, JOSEPHINE	Big Run	Jefferson
NICOL, HELEN W.	Derry	Westmoreland
SCOTT, ELIZABETH	Spartansburg	Crawford
WILSON, PAULINE V.	Indiana	Indiana
YATES, MARION	McKessport	Allegheny

College Preparatory

NAME	POST OFFICE	COUNTY
ARBAUGH, GEORGE H.	Lansing, Michigan	
BATH, BLAIR	Indiana	Indiana
BITTORF, WILLIAM H.	Vintondale	Cambria
BRONT, CLYDE H.	Plumville	Indiana
BUCHOVECKY, JOHN	Johnstown	Cambria
BUTLER, FRANK J.	McKeesport	Allegheny
BUTLER, THOMAS	McKeesport	Allegheny
CAMPBELL, L. DELOS	Indiana	Indiana
CARDAMONE, JOSEPH	Homer City	Indiana
CARSON, THOMAS H.	Indiana	Indiana
CICERO, JOSEPH	Indiana	Indiana
CONDON, LEROY	Smicksburg	Indiana
DEAROLPH, ALBERT P.	Indiana	Indiana
DIEHL, RAYMOND	Kato	Center
EARHART, LOIS	Indiana	Indiana
FAUST, HENRY L.	Monaca	Beaver
FLEMING, ELIZABETH	Indiana	Indiana
FRITCHMAN, HAROLD D.	Indiana	Indiana
FYOCK, JAMES E.	Penn Run	Indiana
GWOSDEN, MILO M.	Woodlawn	Beaver
GOURLEY, JAMES E.	Frostburg	Jefferson
HALEY, JOHN J.	Lansford	Carbon
HARRICK, STEVE	Valier	Jefferson
HENDERSON, DUFF	Indiana	Indiana
HENDERSON, J. KNOX	Indiana	Indiana
HESS, CHARLES F.	Belle Vernon	Fayette
HISLOP, REGINALD M.	Cresson	Cambria
HOOD, THOMAS E.	New Florence	Indiana
HUNGER, WILLIAM K.	Vandergrift	Westmoreland
JAMISON, GRACE E.	Indiana	Indiana
JOHNSTON, ORALD K.	Coral	Indiana
KEITH, MARY LEE	Indiana	Indiana
KELLEY, EARL	Pittsburgh	Allegheny
KENLY, CARL	Graceton	Indiana

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

NAME	POST OFFICE	COUNTY
LAMBERT, EVELYN L.	Stoyestown	Somerset
LLEWELYN, JOHN H.	Scranton	Lackawanna
LONGWILL, LEONARD	Indiana	Indiana
LOWRY, JOHN B.	Indiana	Indiana
LOWSTUTER, LYNN	Charleroi	Washington
MAHAFFEY, HERBERT A.	Boswell	Somerset
MCCARTY, ROBERT L. JR.	McKeesport	Allegheny
MCCRACKEN, JAMES	Leechburg	Armstrong
MIKESELL, PAUL	Graceton	Indiana
MILLER, FRANCES	Cyclone	McKean
NIBERT, LAWRENCE	Indiana	Indiana
NIX, MARJORIE	Homer City	Indiana
OAKES, CARROLL D.	Clymer	Indiana
OBERLIN, D. WILLIAMS	Rochester Mills	Indiana
PIPER, JAY R.	Stahlstown	Westmoreland
PORE, H. BOYCE	Penn	Somerset
QUINN, JOSEPH J.	Squirrel Hill	Allegheny
REED, JOHN	Indiana	Indiana
REITER, HELEN	Mars	Butler
ROBB, JOHN B.	Pittsburgh	Allegheny
RUSH, JOHN PAUL	Duquesne	Allegheny
SABATOS, JOHN	Coy	Indiana
SAUNDERS, WILLIAM H.	McKeesport	Allegheny
SHUMAKER, CRESSWELL S.	Indiana	Indiana
SMELTZER, W. GUY	Mateer	Armstrong
SMITH, MARGARET H.	Indiana	Indiana
SOHVAL, LAWRENCE	East Liberty	Allegheny
STEWART, WYNN H.	Penn Run	Indiana
STUPKA, PETER A.	Glassmere	Allegheny
SUTTER, LENORA	Indiana	Indiana
SWEENEY, ALEXANDER H.	Apollo	Westmoreland
THOMPSON, CORA	Cyclone	McKean
THOMPSON, EUGENE	Indiana	Indiana
TRUITT, HARRY W. JR.	Indiana	Indiana
WALBECK, RALPH D.	Black Lick	Indiana
WALLACE, MARGARET J.	Greenville	Mercer
WATTS, JAMES MARTIN	Kerrmoor	Clearfield
WETTLING, JANE SUTTON	Indiana	Indiana
WIDDOWSON, RALPH	Rochester Mills	Indiana
WIDDOWSON, WILBUR	Rochester Mills	Indiana
WIGGINS, HUBERT P.	Pittsburgh	Allegheny
WINNER, SAMUEL I.	East Liberty	Allegheny

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

MID-SPRING TERM

NAME	POST OFFICE	COUNTY
AMOND, JOHN L.	Penn Run	Indiana
BERKEYVILLE, CLAY	Indiana, R.D.3	Indiana
BRANTHOVER, GERTRUDE G.	Mamont	Westmoreland
CALHOUN, VIRGINIA	Shelocta	Armstrong
DIEHL, ILA VIRGINIA	Penn Run	Indiana
DUNCAN, EDITH	New Florence	Indiana
GARVEY, THERESA D.	Anita	Jefferson
GRAFF, HAZELLE LUCILLE	Black Lick	Indiana
HUSTON, ELEANOR	Ford City	Armstrong
LEARN, MARY	Belsano	Indiana
LYNN, MARGRETTA	New Florence, R.D.2	Indiana
MACK, ETHEL E.	Armagh	Indiana
MAMER, DELLA	Indiana	Indiana
MANNERS, NOLA	Elderton	Armstrong
McKELVEY, BLANCHE	Armagh	Indiana
McKELVEY, RUTH E.	Armagh	Indiana
McMILLEN, CLEO	Indiana	Indiana
MOORE, SARAH ELIZABETH	Vandergrift	Westmoreland
MOOT, LAURA	Marchand	Indiana
PARK, MEADE W.	Indiana	Indiana
PORE, SARAH E.	Greensburg	Westmoreland
RANKIN, EMILY	Conneaut Lake	Crawford
ROBERTS, ESTHER	Wilmore	Cambria
SMITH, MARGUERITE	Shelocta	Armstrong
STEWART, FLOYD	Blairsville	Indiana
THOMAS, MARTHA	Ebensburg	Cambria
WALKER, ALBERT RALPH	Indiana R.D.6	Indiana

STUDENT ARMY TRAINING CORPS

NAME	POST OFFICE	COUNTY
AIRHART, GEORGE.....	Patton.....	Cambria
ALKER, ROBERT T.....	Indiana.....	Indiana
ALTEMUS, JOHN.....	Conemaugh.....	Cambria
ANDERSON, JOHN D.....	Manor.....	Westmoreland
AMBRUST, JAMES WALLACE.....	Saltsburg.....	Indiana
AVEY, CLARENCE F.....	Indiana.....	Indiana
BAKER, VICTOR W.....	Alexandria.....	Huntingdon
BEACH, JOHN F. JR.....	Harwood Mines.....	Luzerne
BEARER, BYRON E.....	Johnstown.....	Cambria
BELLACK, GEORGE.....	Johnstown.....	Cambria
BITTERS, JOHN L.....	Big Run.....	Jefferson
BITTORF, WILLIAM H.....	Vintondale.....	Cambria
BLID, REYNOLD.....	Houtzdale.....	Clearfield
BLOSE, RALPH D.....	McKeesport.....	Allegheny
BRADLEY, PAUL.....	Gallitzen.....	Cambria
BRUNNER, HARRY P.....	Roaring Springs.....	Blair
BUEHLER, HARRY L.....	Etna.....	Allegheny
BURKET, KENNETH C.....	Claysburg.....	Blair
BURLEIGH, RAY M.....	Big Run.....	Jefferson
BUTLER, BENJAMIN M.....	New Sheffield.....	Beaver
BUTLER, THOMAS E.....	McKeesport.....	Allegheny
CAMPBELL, L. DELOS.....	Indiana.....	Indiana
CAPSTICK, WALTER E.....	Conemaugh.....	Cambria
CATHERWOOD, FRANK R.....	Patton.....	Cambria
CHRISTOFF, PAUL A.....	Patton.....	Cambria
CONRAD, REGIS J.....	Altoona.....	Blair
COOK, CONOVAN R.....	Altoona.....	Blair
COULTER, ARTHUR B.....	West Lebanon.....	Indiana
COULTER, RONALD M.....	Girty.....	Armstrong
CRAMER, PAUL W.....	Cherry Tree.....	Indiana
CUSTER, MERTON D.....	Conemaugh.....	Cambria
DAVIS, WESLEY.....	Irwin.....	Westmoreland
DAY, FLOYD S.....	Homer City.....	Indiana
DEMOTTE, ALBERT C.....	Brookville.....	Jefferson
DINGELDEIN, ALFRED E.....	Altoona.....	Blair
ENTERLINE, J. WALTER.....	Yatesboro.....	Armstrong
ESTEP, THOMAS A. JR.....	Ebensburg.....	Cambria
FAUST, DANIEL.....	Brookville.....	Jefferson
FLEMING, GRANT.....	Shelocta.....	Indiana
FRAILEY, LEE.....	Elderton.....	Armstrong
FULTON, WARD A.....	West Lebanon.....	Indiana
FYOCK, J. EDWIN.....	Penn Run.....	Indiana

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

NAME	POST OFFICE	COUNTY
GAISER, GEORGE L.	Newark, N. J.	
GLASSFORD, PAUL	Indiana	Indiana
GOLD, CHARLES	Woodlawn	Beaver
GRANT, JOHN C.	Indiana	Indiana
GREGG, ALAN C.	McKeesport	Allegheny
GREENWOOD, GEORGE E.	Barnesboro	Cambria
GWOZDEN, MILO M.	Woodlawn	Beaver
HAIR, HOWARD F.	Roaring Springs	Blair
HAMILTON, DRENNING R.	Indiana	Indiana
HARRISON, RALPH A.	Wilkes-Barre	Luzerne
HARRIS, HOWARD G.	Lamar	Clinton
HASINGER, WILLIAM	Indiana	Indiana
HAWKINS, HARRY B.	Beaver Falls	Beaver
HAYES, DEWEY S.	Roaring Spring	Blair
HENDERSON, DUFF	Indiana	Indiana
HERTZOG, RUDY P.	Carrolltown	Cambria
HESS, CHARLES F.	Belle Vernon	Fayette
HILL, FOSTER H.	Indiana	Indiana
HISLOP, REGINALD	Cresson	Cambria
HOFFMAN, FRANK L.	Apollo	Armstrong
HOLT, WILLIAM	Windber	Somerset
HUNSBERGER, IVAN G.	Avonmore	Westmoreland
HUTKIN, LOUIS I.	Philadelphia	Philadelphia
JACKSON, WILLIAM C. F.	Blairsville	Indiana
JENKINS, E. ADDISON	Pittsburgh	Allegheny
JOHNSTON, ERNEST M.	Indiana	Indiana
JONES, WILLIAM N.	Yatesboro	Armstrong
KIME, STANLEY SLOAN	Rural Valley	Armstrong
KLINGENSMITH, GEO.	Wilmore	Cambria
KOSTYZAK, ALEXANDER	McKeesport	Allegheny
KOVALIK, JOHN J.	Lloydell	Cambria
LAMASTER, HOWARD D.	Mercersburg R.D.4	Franklin
LEIBER, BENJAMIN L.	Sharpsburg	Allegheny
LOWMAN, JOHN R.	Johnstown	Cambria
LOWSTUTER, LYNN L.	Charleroi	Washington
LUTHER, HERMAN A.	Ebensburg	Cambria
MCCANN, JOSEPH G.	Patton	Cambria
MCCLURE, WALTER C.	Big Run	Jefferson
MCCRACKEN, JAMES	Leechburg	Armstrong
McFARLAND, J. HARRY	Rural Valley	Armstrong
MCGARVEY, FRANCIS J.	Altoona	Blair
MCGEE, CARROLL M.	McKeesport	Allegheny
McHENRY, RALPH	Indiana	Indiana
McNELIS, JOHN A.	Altoona	Blair
MARIDON, JAMES	Leechburg	Armstrong
MECHLING, ALLEN F.	Youngwood	Westmoreland
MIKESELL, PAUL	Coral	Indiana
MILLER, JAMES W.	Saltsburg	Indiana
MILLER, JOHN J.	Gallitzin	Cambria
MILLER, PAUL L.	Etna	Allegheny
MILLER, STEPHEN	McKeesport	Allegheny
MITCHEL, THOMAS A.	Patton	Cambria
MORRIS, LOUIS J.	Franklin	Venango

INDIANA STATE NORMAL SCHOOL OF PENNSYLVANIA

NAME	POST OFFICE	COUNTY
NAGLE, CYRIL K.	Altoona	Blair
NORTH, ROBERT CLARK	Brookville	Jefferson
OWENS, CARL MASON	Ebensburg	Cambria
PALMER, LLOYD C.	Johnstown	Cambria
POOL, CLARE A.	Jeannette	Westmoreland
POWELL, HARRY	Patton	Cambria
PRYDE, WESLEY A.	Yatesboro	Armstrong
REED, JOHN	Starford	Indiana
RUDDOCK, WILLIAM M.	Indiana	Indiana
RUGH, WILLIAM H.	Indiana	Indiana
SCHELL, RAYMOND S.	Johnstown	Cambria
SHANK, C. EARL	Indiana	Indiana
SHEKA, JOSEPH J.	Patton	Cambria
SHERBINE, GEORGE	Wilmore	Cambria
SHIRLEY, ALFRED H.	Saltsburg	Indiana
SHIRLEY, CLAIRE J.	Saltsburg	Indiana
STEINDEL, ALBERT H.	Mt. Pleasant	Westmoreland
STEPHENS, H. GLENN	Indiana	Indiana
STEPHENS, ROY S.	Penn Run	Indiana
STEWART, WINN H.	Penn Run	Indiana
STONEROOK, MERREL J.	Roaring Spring	Blair
SULLIVAN, CLYDE	Hydetown	Crawford
SWEENEY, ALEXANDER	Leechburg	Westmoreland
SWOPKOSKY, ALBERT G.	Patton	Cambria
SWABKOSKY, CHARLES F.	Patton	Cambria
TAYLOR, CLIFFORD F.	Barnesboro	Cambria
TIMBERLAKE, CLYDE	Indiana	Indiana
TRIMBLE, JAMES C. JR.	Tyrone	Blair
WELTY, EDWARD A.	McKeesport	Allegheny
WINSLOW, DERR G.	Patton	Cambria
WISSINGER, CYRUS M.	Johnstown	Cambria
WISSINGER, HENRY	South Mere. Fla.	
YEAGER, EDWIN K.	Patton	Cambria

UNCLASSIFIED

NAME	POST OFFICE	COUNTY
DIXON, DOROTHY	Swissvale	Allegheny
FULTON, ALBERT	Burgettstown	Washington
MCCARTY, HARVEY	Pittsburgh	Allegheny
McMURRAY, ANNA	Pittsburgh	Allegheny
McMURRAY, MELZINA	Pittsburgh	Allegheny
PHILLIPS, ELIZABETH	Pittsburgh	Allegheny
SMITH, ELDA	Jones Mills	Westmoreland
WYLAND, GRACE C.	Pittsburgh	Allegheny
ZEIGLER, MAYNARD	Indiana	Indiana

Summaries of Enrollment By Courses 1918-1919

Normal Department	Regular Course	Course Music	Com. Course	Dom. Science Course	College Prep.	Mid-Spring Term	Normal Art	S. A. T. A.	Un-classified	Totals
Seniors.....	169	13	11	6	...	...	1	...	..	200
Juniors.....	141	14	19	10	...	...	3	...	..	187
All Others..	112	49	105	...	76	27	...	128	9	506
Totals.....	422	76	135	16	76	27	4	128	9	893

ENROLLMENT BY TERMS

Fall Term.....	719
Winter Term.....	605
Spring Term.....	644
Av. Term Enrollment.....	656
In Normal Department.....	893
In Training School.....	261 ✓
	<hr/> 1154
Deduct Counted Twice.....	33
Total Different Students enrolled.....	<hr/> 1121

ENROLLMENT BY COUNTIES AND STATES

Allegheny.....	118	Greene.....	2
Armstrong.....	41	Huntingdon.....	1
Beaver.....	12	Indiana.....	315
Bedford.....	5	Jefferson.....	22
Blair.....	27	Lackawanna.....	3
Butler.....	10	Lawrence.....	2
Cambria.....	104	Luzerne.....	3
Carbon.....	2	McKean.....	4
Centre.....	6	Mercer.....	3
Clarion.....	1	Montour.....	1
Clearfield.....	31	Philadelphia.....	2
Clinton.....	1	Schuylkill.....	1
Crawford.....	5	Somerset.....	16
Dauphin.....	1	Venango.....	12
Erie.....	1	Warren.....	2
Fayette.....	12	Washington.....	15
Franklin.....	1	Westmoreland.....	83
Fulton.....	2		<hr/>
Total from Pennsylvania.....	867		867
Florida.....	2	Ohio.....	8
Illinois.....	1	Virginia.....	2
Michigan.....	1	West Virginia.....	5
Mexico.....	1	Wisconsin.....	1
New York.....	2	Cuba.....	2
New Jersey.....	1		<hr/>
Total.....	26		893

Model School Registry

NINTH GRADE

Bartlebaugh, Martha
 Fleming, Beatrice
 Garson, Louise
 Greenlee, Herbert
 Hauxhurst, Joseph
 Hoover, Wilda
 Lingle, Loretta
 Mapes, Violet
 Martin, Deloss
 Mead, Andrey
 McHenry, Lois
 Oatman, Arvilla
 Orr, Kathaleen
 Richards, Esther
 Smith, Thelma
 Wiggins, Mary
 Wood, Frank A. Jr.
 Woodwald, Gracia

EIGHTH GRADE

Anderson, Jeulla
 Ashbaugh, Garnet
 Brickell, Biola
 Buchanan, Esther
 Buchanan, Marian
 Buterbaugh, Murray
 Butler, Helen
 Cipollini, Mary
 Dixon, Dorothy
 Gessler, Grances
 Getty, Ralph
 Goodfellow, Edgar A. Jr.
 Harris, Marie
 Hess, Harry
 Liggett, Beulah
 Longwill, Noble
 Malcolm, Harry
 Malcolm, Katherine
 McAfoos, Anna Mary
 McLain, Martha

EIGHTH GRADE—Continued

Mullholland, Pryor
 Neff, William
 Organ, William J.
 Richards, John
 Signer, Edward
 Shea, Lester
 Smith, Walker
 Stewart, Frank S.
 Stuchell, Boyd
 Watts, Philip
 Wood, Harvey

SEVENTH GRADE

Banks, Billie
 Bartlebaugh, James
 Beatty, Meredith
 Blair, Hall
 Blair, Katharine
 Bowman, Harold
 Burgess, Alice
 Caldwell, Verona
 Carson, Elizabeth
 Clark, James Arlington
 Douglass, Marjorie
 Eicher, Harriet June
 Fulton, Albert
 Garson Luzernia
 Hauxhurst, Alanson
 Keith, John Jr.
 Lingle, Gertrude
 Mack, James W. Jr.
 McAdoo, Jane
 McMurray, Anna
 Saba, Adalien
 Sanford, May
 Scott, Florence
 Smeltzer, Blanche
 Smith, Elda
 Wilhelm, Esther
 Wyland, Grace
 Zeigler, Maynard

SIXTH GRADE

Adams, Irene
 Allen, Altia May
 Blair, John P.
 Conrath, Harry
 Coleman, Robert
 Correll, Anna Mae
 Fleming, Joseph
 Frech, Neva
 Hess, Mary E.
 Ingold, Virginia
 Jones, Evalyn Grace
 Kear, Mildred
 Laugham, Effie
 Malcolm, Donald
 Malcolm, Douglas
 McAfoos, Helen
 McCarty, Harvey
 Pizzica, Daniel
 Roberts, Lucile
 Raymond, Claire
 Ruddock, William
 Sanford, Alice
 Sanford, Howard
 Shaffer, Samuel Harold
 Shields, Josephine
 Signer, Aleck
 Smith, Ruth
 Sweeney, Grace

FIFTH GRADE

Allen, Delphia
 Anderson, Lois Viola
 Buterbaugh, Dorothy
 Campbell, Mary Jane
 Davis, Joseph Robert
 Fulton, Wilma Rosamond
 George, Margaret
 Graydon, Robert
 Hauxhurst, Marie
 Hess, Gomer Blair
 Johnston, Mary
 Krape, Maxine V.
 Luckhart, Curtis
 Marsh, Robert
 Martin, John Pence
 Mullholland, Dorothy

FIFTH GRADE—Continued

Pizzica, Rose
 Ruddock, Andrey
 Sanford, Ruth
 Smith, Dorthea
 Stewart, James M. Jr.
 Truitt, Dorothy Jane
 Wilhelm, Retha Margaret
 Wyatt, Lucille

FOURTH GRADE

Banks, Roseanna
 Beck, Howard
 Bier, James Albert
 Bowman, Ruth
 Correll, Frances
 Correll, Oliver
 Davis, Helen
 Fleming, Willard
 Frech, Chlorice L.
 Greenlee, Erma Ruth
 Hile, Maurice Jr.
 Hileman, Harry Lyndale
 Jones, Ena Mae
 Layton, Herbert L.
 Malcolm, Winona
 McCarty, Harvey
 McCaughey, Clair
 McCaughey, Wilda
 McHenry, Anna Blanche
 McHenry, Jason
 Miller, Harlow
 Overbeck, Harold
 Pizzica, Dora
 Saba, Nesby
 Schwab, Helen
 Sprankle, Glenn
 Truitt, Donald

THIRD GRADE

Banks, Lucille
 Biers, Brady
 Brickell, Bertha
 Carver, George Ross
 Clark, Clair
 Doney, Frank

THIRD GRADE—Continued

Eicher, Margaret
 Frech, Arnold L.
 Fulton, Harold
 Hill, Dorothy
 Ingold, John
 Johnston, Richard
 Liggett, Robert
 Longwill, Donald
 Mack, Josephine
 McMurray, Milzena
 Mulholland, Jeanette
 Rezzolla, Alexander
 Roselli, Evelyn
 Scott, Albert
 Simond, Delos
 Snyder, Frances
 Stuchell, Viola
 Thompson, Horace Alexander
 Wilhelm, Ralph Curtis
 Wood, Robert Scott
 Signer, Dorothy

SECOND GRADE

Allen, Vivian
 Anderson, Walter
 Bender, Harten K.
 Blair, Elizabeth
 Burgess, Jane Elizabeth
 Davis, Charles
 Garson, William Huntley
 Hauxhurst, Angeline
 Jones, Lucile Marie
 Kellar, Edith
 Kelly, Mary
 Klingensmith, Donald
 Langham, Ruby
 Layton, Ruby Myrtle
 Longwill, Thelma Rose
 Malcolm, Thomas
 Martin, Charles
 Morehead, Helen
 McCoy, Norris
 McGaughy, Beulah
 Pizzica, Helen
 Rhodes, Ruth
 Ruddock, Ralph
 Saba, Philip
 Snyder, Martha Jane
 Sprankle, Dayle
 Steffey, Paul
 Stewart, Mary Wilson
 Trusal, Harman

FIRST GRADE

Adams, Celia
 Allen, Ralph
 Anderson, Frank
 Bier, Corinna Esther
 Brickell, Blanche Marie
 Church, Thomas Watson
 Clements, Margaret Jane
 Downer, Eugene
 Fulton, Gerald D.
 Gibson, Flossie June
 Gray, Marjorie L.
 Hauxhurst, Geraldine
 Heiser, Maryetta
 Howe, Lawrence
 Ingold, Lawrence
 Johnsten, Charles
 Jones, Margaret Fay
 Kear, Mead
 Kelley, Ruth Louise
 Klingensmith, Dorothy
 Krape, Perry
 Lewis, Gladys M.
 Lingle, Carolyn
 Long, Curtis
 Longwill, Thalya E.
 Mack, Margaret Louise
 Martin, Virginia Greear
 McHenry, Myrta Ruth
 McHenry, Sarah
 McKee, William Wier
 Ostermeyer, Violet
 Pealer, Mary Jane
 Reed, Dora Leona
 Reed, Margaret E.
 Rezzolla, John Richard
 Richards, Thomas J.
 Ross, Viola Margaret
 Rudish, Anne
 Rudish, Charles
 Saba, Elizabeth
 Schwab, George Frederick
 Simons, Walter B.
 Smith, Helen Louise
 Snyder, Dorothy Marie
 Sprankle, Royden
 Steffy, Murray
 Vinton, Harold T.
 Vinton, John
 Wyatt, Ralph

Index

- A**
- Admission, Conditions of 46-47
 Administrative Employes 19
 Administrative Organization 20
 Agriculture & Manual Training,
 Department of 60-62
 Aid, State 39, 69
 Alumni Association 34
 Alumni, Meeting of 34
 Analytic Statement of Courses 50-64
 Art, School of 67-68
 Athletics 35-36
- B**
- Baseball 35
 Basketball 35
 Bills, How to Pay 41
 Boarding 27, 39
 Board of Trustees 8
 Bookkeeping Course 71
 Books, Text 48-44
 Buildings 23-24
- C**
- Calendar 5
 Cap and Gown 32
 Certificate and Diploma 32
 Chemistry and Physics 56
 Choice of Room 28
 Christian Associations 34
 Churches 29
 Church Attendance 31
 College Preparatory Course 79-80
 Commencement Date 5
 Commercial Teachers' Training
 Course 70
 Committees of the Board 9
 Committees of the Faculty 20-22
 Conditions of Admission 46-47
 Conservatory of Music 65-69
 Conservatory, Statement of
 Expenses 69
 Contagious Diseases 27
 Contents 4
 Course of Instruction 45-64
 Credits for High School Work
- D**
- Day Students—Charges for 39, 41
 Deductions and Refunds 42
 Diplomas, Additional Subjects on 38
 Diploma and Certificate 32
 Discipline 31
 Domestic Science 62, 73-76
 Domestic Science, Charge for 39
 Domestic Science, Department of 62-63
- E**
- Education, Department of 50-51
 English, Department of 51-52
 Enrollment, Summary of 107
 Enrollment, By Counties 107
 Enrollment, By Terms 107
 Examinations 32, 47
 Expenses, Statement of 39, 69
 Expenses, A Comparison 42
 Expenses, Conservatory 69
 Extras—Charge for 40
- F**
- Faculty 10-18
 Faculty, Committees of the 20-22
 Faculty Officers of the 20
 Football—Games and Schedule 35
 Foreword 3
 Fraternities 33
 Functions of the Faculty
 Committees 20-22
 Furniture in Rooms 25
- G**
- Glee Club 34
 Graduation 32
 Graduation, Requirements of 32
- H**
- Health—Safeguarded 27
 High School Credits 46
 History of the School 23-24
 History, Department of 53
 Hospital 27
- I**
- Infirmary 27
 Instruction, Courses of 45-49
- L**
- Laboratories, The 25
 Languages, Modern 59-60
 Latin, Department of 58-59
 Laundry 28
 Lecture Course, The 31
 Library, The 25
 Lincoln Debating Club 33
 Literary Societies 33
 Location of School 29
- M**
- Madrigal Club 34
 Magazines 26
 Manual Training and Agriculture,
 Department of 60-62
 Material Equipment 25

INDEX—Continued

M		S	
Mathematics, Department of . . .	53-54	Sick, Care of	27
Modern Languages, Department of	59-60	Single Rooms	29
Music, Conservatory of	65-69	Social Life, The	32
N		Societies	33
Natural Science, Department of .	56-58	Sub-Freshman Course	80
Newspapers	26-27	Sororities	33
Normal Art Course	67-68	State Aid	41, 39, 69
Normal School Registry— 1917-1918	81-112	Statement of Expenses	39, 41, 69
Nurse	27	Student Organizations	33
O		Suggestions to Prospective Students	37-38
Officers of the Faculty	20	Summary of Enrollment	107
Organization, Administrative . . .	20-22	Swing Out	34
Outfit and Rooms	28	T	
P		Teachers' Course	45-46
Payments, Amount and Time of . .	41	Teachers' Course, Administration of	48-64
Physics and Chemistry	56	Teachers' Course, Analysis of . .	50-64
Physical Training, Department of .	63	Telephone	29
Prospective Students, Suggestions to	37-38	Terms—Opening Dates	5
Purpose and Function of this School	30	Text Books	43-44
R		Track and Records	36
Railroads at Indiana	29	Training School	64
Refunds and Deductions	42	Trustees, Board of	8
Religious Influences	31	Tuition	39, 69
Rooming Alone	28	V	
Rooming out of School	29	Vacation Charges	40
Rooms, Choice of	28	Vacation—Dates	5
Rooms, Extra Rent for	40	Vesper Chorus	34
Rooms and Outfit	28	Vesper Service	31
Rooms, Reservation of	28	Visits	37
S		Visitors	40
School of Art	77-78	W	
School of Business	70-72	Water, for Tables, etc.	27
Shorthand and Typewriting Course	71	Whatsoever Circle, The	34
		Y	
		Y.M.C.A.	31
		Y.W.C.A.	31

